

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Doula Studies

2015

Doula - Business Plan

Fanshawe College

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STAGE GATE 2

BUSINESS PLAN FOR NEW PROGRAMS

The Business Plan for new programs is developed using this template and in consultation with a Curriculum Consultant from the Centre for Academic Excellence (CAE). All sections of this template and all Appendices must be completed.

Completed Business Plans are submitted to CAE three weeks in advance of the next Senior Leadership Council (SLC) meeting. If endorsed at Stage Gate 2 by SLC, CAE will forward the required information to the Credential Validation Service, Board of Governors, and the Ontario Ministry of Training, College and Universities (MTCU).

1.0 Program Specifications

Proposed program title: Doula Certificate
Proposed credential: <input type="checkbox"/> Local Board Approved Certificate <input type="checkbox"/> Ontario College Graduate Certificate <input checked="" type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Collaborative Degree <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Degree <input type="checkbox"/> Ontario College Advanced Diploma
MTCU program code (if it exists): N/A
MTCU program code comparables: 71616 Childbirth Educators – Multidiscipline
Proposed Classification of Instructional Program Codes, formatted as ##.####: 51.2602 – Home health aide/home attendant <i>For additional information, please refer to most recent Classification of Instructional Programs (CIP) Canada published by Statistics Canada, available on http://www.statcan.gc.ca/.</i>
Projected four-digit National Occupational Classification Codes (3 maximum), formatted as ####: 1. 4412 Home support workers, housekeepers, and related occupations 2. 3143 Nurse aides, orderlies, and patient services <i>For additional information, please refer to most recent National Occupational Classification (NOC) Canada published by Statistics Canada, available on http://www.statcan.gc.ca/.</i>

Identify all deliveries of this or a comparable program that have been or are currently offered at Fanshawe (including CE and/or Regional Campuses): Describe deliveries: Neither this program nor the comparable programs have been or are currently offered at Fanshawe.	
Proposed program launch date: September 2016	
Proposed intake(s): <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Other:	
Number of students in first intake: 24	
Length of program: <ul style="list-style-type: none"> • Number of semesters: 2 • Semester length in weeks: 15 • Total program hours: 690 	
Program delivery (check as many as apply)	<input checked="" type="checkbox"/> Web-facilitated (face-to-face) <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online <input type="checkbox"/> Fast-track <input type="checkbox"/> Accelerated <input type="checkbox"/> Collaborative <input type="checkbox"/> Weekend <input type="checkbox"/> Other
Co-op program	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Experiential co-op (required to graduate) <input type="checkbox"/> Mandatory co-op (not required to graduate but fee is mandatory) <input type="checkbox"/> Optional co-op (not required and fee only charged if students opt in)

2.0 Executive Summary

Include the following information (600 words maximum):

- a) Program overview, length, credential, description and suggested delivery options.
- b) Explain how this program is aligned with the indicated program area of strength and/or growth. (150 words recommended maximum)
- c) Local, regional, provincial and/or national fit/competition
- d) Links to further educational opportunities
- e) Student and labour market demand/support for the program; job opportunities for graduates
- f) Resources required

- a) This one-year (two-semester) Ontario College Certificate program emphasizes the dynamic role of the Doula in the health care community and prepares students for a rewarding career collaborating with the birth team to provide mothers with information and support for a healthy pregnancy, a safe and satisfying childbirth experience, and a comfortable postpartum period. The curriculum will capture the specialized knowledge, skills, and experience that Doulas require relating to anatomy and physiology and the emotional, psychological, and cultural aspects of birth. Initially, the program will be delivered full-time in a web-facilitated (face-to-face) or blended format with potential for future offerings to be delivered part-time, weekend, and/or fully online.
- b) This program aligns with “Health Sciences”, which has been recognized as an institutional program strength.
- c) The London Economic Development Corporation (LEDC) indicates that the life sciences sector including health care and social assistance represents 14% of the city’s economy and employs more than 21,000 people in private sector industry, hospitals, and research facilities (LEDC, 2014). Thus, providing a Doula Certificate program aligns closely with local initial initiatives and strengths.

At the provincial level, improving and transforming the health care system in Ontario has been a priority for the government over the last ten years. In addition to general infrastructure development and an increase in the number of doctors and nurses available to treat patients, several of the province’s initiatives and development activities focus on maternity and newborn health care.

On a broader scale, health care research, as analyzed and summarized in the Cochrane Reviews, supports the need for doulas during the childbirth process.
- d) A likely pathway for graduates of this Doula Certificate program would be to enter a Midwifery Education Program (Bachelor of Health Sciences (BHSc) in Midwifery) currently offered at Ryerson University, McMaster University, and Laurentian University. This proposed Doula Certificate program will provide students interested in pursuing a career in Midwifery with the recommended year of post-secondary studies as well as extensive experience that will prepare them academically and personally for the supplementary/interview portions of the BHSc admissions process and the rigors of the Midwifery program itself.
- e) The London Doula Group has 80 Doulas registered with them, most of whom completed training with Doula associations in London and Toronto over this past year, but expressed a desire for more in-depth training (J. Hall, personal communication, December 3, 2014). This program will meet this demand for in-depth Doula training in Ontario. The use of Doulas for support, care, and prenatal education during pregnancy is gaining popularity (e.g., Aqueel, N.,

2014, August 14; Bradley, B. 2014; CTV Atlantic, 2014, September 16; CTV London, 2014, March 24; Jones, L., 2012, May 20). Thus, this program will help to meet the growing demand for Doulas.

Doulas are classified with home support workers (NOC 4412). The number of jobs in this occupation increased by approximately 15-35% between 2012 and 2014 and are expected to continue to increase in the London region, the province of Ontario, and all of Canada by 29%, 49%, and 24% respectively (See data provided by Institutional Research in Appendix J).

- f) This program will require access to existing classroom space and laboratory facilities (e.g., Simulation lab). It will build on the expertise existing in the School of Nursing. Current full-time faculty will be able to teach many of the courses in the program with the remainder of the courses being covered by part-time instructors.

3.0 Academic Programming and Quality Assurance

3.1	Program Vocational Learning Outcomes	→	See Appendix A: Form 1 – Program Vocational Learning Outcomes.
3.2	Essential Employability Skills Learning Outcomes	→	See Appendix A: Form 2 - Essential Employability Skills Outcomes.
3.3	Program Description	→	See Appendix B: Program Description.
3.4	Course Descriptions	→	See Appendix C: Program Curriculum.
3.5	Relationship to Professional or Licensing Bodies	→	See Appendix D: Regulatory Status Form.
3.6	Curriculum Design and Delivery	→	See Appendix E: Curriculum Map - Program VLOs and EESOs.
	<ul style="list-style-type: none"> a) Provide rationale for curriculum design, including work integrated learning (if appropriate): <ul style="list-style-type: none"> 1. Alignment with program vocational learning outcomes 2. Alignment with essential employability skills outcomes 3. Suitability for target populations(s) b) Indicate where and how existing courses may be included in this new program. c) Provide rationale for delivery methods (e.g., face-to-face, blended, online, fast track, accelerated, collaborative, weekend), including work integrated learning (if appropriate): <ul style="list-style-type: none"> 1. Alignment with program vocational learning outcomes (industry expectations) 2. Alignment with essential employability skills outcomes 3. Suitability for target populations(s) 		

a) As illustrated in Appendix E, the courses effectively address the program vocational learning outcomes (VLOs) and the Essential Employability Skills (EESs).

The program VLOs were presented to an external stakeholder panel of community and industry representatives (e.g., regional midwife groups, regional hospitals, independent doula centres, Children's Aid Society of London & Middlesex, Southwest Ontario Aboriginal Health Access Centre, Middlesex-London Health Unit) that met on February 2nd, 2015. The external stakeholder panel strongly supported the VLOs and emphasized the need for doulas to have strong communication/interpersonal skills and research skills. In particular, the panel stated that doulas need to be able to ask difficult questions, respond to trauma, and address complex situations. All courses in this program, especially "Self and Other" and "Supporting Transitions", include instruction on how to handle the difficult and complex

situations that doulas will encounter on the job while the two practicum placements provide students with the opportunity to observe practicing doulas as they handle such situations and to gain hands-on experience themselves.

The external stakeholder panel also stressed the need for doulas to be able to critically appraise literature or information sources and be able to explain research findings to their clients. While critical thinking skills are emphasized throughout the program, the course, “Critical Appraisal of Research”, directly addresses the need for doulas to be knowledgeable consumers and users of research so that they can provide their clients with the information they need to make informed choices.

Since most doulas are self-employed, it was necessary to include some instruction and training for running a personal business including business ethics and contracts, marketing and sales techniques, and personal financial management (BUSI-3013, “Small Business Entrepreneurship”). The external stakeholder panel confirmed the need for doulas to be able to manage a business.

Practicum placements have been included in both semesters of this program to provide students with opportunities to observe practicing doulas and gain hands-on experience assisting with births, delivering workshops or clinics relating to pre- and post-natal care or breastfeeding techniques. Many independent doula training programs require the doula-in-training to attend only three births and do not provide opportunities for mentorship. Several doulas associated with the London Doula Group completed their doula training with an independent organization, but expressed a desire for more in-depth training (J. Hall, personal communication, December 3, 2014). Additionally, the external panel thought that the number of births a doula-in-training should observe needs to be higher than three and include both home and hospital births. The panel also agreed that a doula-in-training should observe and practice other aspects of a doula’s job (e.g., pre- and post-natal care, breastfeeding clinics). While all students will gain exposure to both labour and postpartum doula practices, the students will be able to design their own practicum experiences to focus on the area that they are most interested in.

This proposed Doula Certificate program will likely attract a diverse group of students with a wide range of educational backgrounds and varying levels of experience in this field. It is expected that there will be some direct-entry applicants interested in the health care field or planning to pursue further education and training in a Midwifery Education Program (See Section 4.4). This program will provide students interested in pursuing a career in Midwifery with the recommended year of post-secondary studies as well as extensive experience that will prepare them academically and personally for the supplementary/interview portions of the BHSc admissions process.

Additionally, it was confirmed by the external stakeholder panel that some of the students who would be interested in this program may already have doula experience and certification from an independent organization (See Section 5.1 a). This program is designed to provide more in-depth instruction and training in all areas of a doula’s practice including business management and research skills that are missing from most independent doula training programs. The classroom experience and additional practicum experiences will also provide these students with a strong network of colleagues to consult and share their experiences with. These students might request Prior Learning Assessment and Recognition (PLAR) for that experience, so challenge/portfolio options will be considered when developing the detailed content for each course.

b) The following existing courses have been included in the curriculum: WRIT-1048 (“Reason & Writing 1 for Health Sciences”) and BUSI-3013 (“Small Business Entrepreneurship”).

Many of the new courses include elements of existing curriculum that have been adapted to focus on the doula scope of practice. For example, “Anatomy and Physiology of the Childbearing Year” combines content from existing courses ANAT-1005 (“Anatomy & Physiology 1”) and HLTH-1187 (“Physiology 1”)

to emphasize embryology and female anatomy and physiology including hormones and immunology. “Critical Appraisal of Research” draws on content from HLTH-1101 (“Research Principles: Intro”) and NRSB-7063 (“Ways of Knowing Research”) and relates it to the doula’s scope of practice.

c) Initially, the program will be delivered full-time in a web-facilitated (face-to-face) or blended format. The classroom experience will provide these students with a strong network of colleagues to consult and share their experiences with. Additionally, it will provide students with direct access to the College’s resources (e.g., library services, laboratory facilities and equipment). The external stakeholder panel agreed that the access to knowledgeable faculty members, research materials, and library resources would be of great interest to potential students.

Based on feedback from the external stakeholder panel regarding the target population, additional delivery methods (e.g., part-time, weekend, and/or fully online) are being considered for future offerings of the program to improve flexibility. Because this program will be the first of its kind in Ontario, there is likely to be strong interest from across the province. Currently practicum placements, a major component of the program, can be secured in the London region, but additional networking and development could allow the program to expand to the regional campuses or a fully-online setting.

3.7 Research and Innovation

a) Describe how research and innovation will be included in the program (Policy 2-B-02).

An important aspect of a doula’s job is conducting research, compiling and synthesizing information and resources, and presenting that research and information to their clients. The ability to critically appraise and evaluate information and resources is a necessary skill as confirmed by the external stakeholder panel. Thus, an entire course, “Critical Appraisal of Research”, is devoted to teaching students how to evaluate health research and identify knowledge gaps through literature review and appraisal.

Because this program will be the first Ontario College Certificate devoted to doula training and will go beyond the current training provided by independent organizations, it was suggested by the external stakeholder panel that a study be conducted on the impact that having doulas trained this way may have on the knowledge and skill level of the doula and on the health care profession as a whole.

Future projects that students (and faculty members) can be involved in with the community through the practicum placements include research based on qualitative experiences and related to topics such as the birthing process, harm reduction, or post-traumatic stress disorder (PTSD) as well as quantitative assessments.

4.0 Fit of Program

4.1 Gap Analysis

- a) How is the program similar to or different from existing programs at the College?
- b) What impact will this program have on existing programs at the College? Does the proposed program provide additional breadth to our program offerings, or does it add specific disciplinary depth (i.e., would this program be part of a cluster of like programs)?
- c) Are there similar programs being offered at colleges, universities or private institutions provincially, nationally and/or internationally? If yes, provide profile of key competitors including location and a brief description and how they differentiate themselves.
- d) How else is the industry need being met if not provided in the options listed in c) above (e.g. regulatory body or in-service training)?
- e) What makes this program unique from similar existing programs?

If the existing/proposed program is similar to others, consideration will be given to whether the program has differentiating features. For example, whether the existing/proposed program proposes innovative delivery methods, focuses on teaching and learning or specific student population(s), and builds on niche areas of program and/or research strength (Ministry Policy Guide for Applying for Ministerial Consent; 2014, p. 3).

a) and b) The proposed Doula Certificate program aligns with an existing institutional strength, “Health Sciences”. It is most similar to the Personal Support Worker Certificate program in that both programs offer specialized vocation-specific training as a one-year Certificate with community placements or practicums. However, the program is different in that it focuses on providing support to women and families throughout the childbearing years, thus adding specific disciplinary depth to the existing programming at the College. The Doula and Personal Support Worker programs will complement each other well, presenting a life span approach to health care with the Doula program focused on pregnancy and birth and the Personal Support Worker focused on gerontology.

The proposed Doula Certificate program will also add breadth to existing programming in the School of Nursing by incorporating training in business management since the majority of doulas will be self-employed.

c) Currently there are no other college programs providing Doula training in Ontario. Pacific Rim College in British Columbia offers a Holistic Doula Certificate Program that covers pre-natal, birth, and postpartum doula training. It is a 270-hour certificate program that includes a strong focus on holistic therapies (e.g., herbal medicine and nutrition, Tai Qi, Yogatherapy, Thai massage) with some instruction on business skills, research, and presentations. The Holistic Doula Certificate Program also includes a practicum that follows the in-class training.

In the UK, Maternity Support Workers support midwives to deliver quality care to babies, mothers, and their partners (National Careers Service, 2012; NHS Careers, 2006; RCM, 2015). Although training requirements vary, Leeds Beckett University offers a part-time, one-year undergraduate Maternity Support Worker Certificate program (Leeds Beckett University, 2015) that is comparable to this proposed Doula Certificate program. The Maternity Support Worker Certificate at Leeds Beckett University combines study and work-based activities to increase students’ knowledge and skills relating to maternity care.

d) Currently doula training is provided by independent organizations that offer weekend or online training workshops and require doulas-in-training to attend or provide support at births. Four of the largest/most popular doula training agencies and their certificate requirements are summarized in the following table:

Training Program	Locations (in Ontario)	Certificates Offered	Training Requirements
Healing Arts Learning Organization (HALO) Doula Training Canada (http://www.doulatraining.ca/)	<ul style="list-style-type: none"> • Toronto • Cambridge • Belleville • Windsor • Peterborough 	<ul style="list-style-type: none"> • Birth Doula 	<ul style="list-style-type: none"> • Attend a 16 hour Doula Training Canada Birth Doula training course • Obtain 16 approved Educational Units and provide a written summary of what you learned from them (for more information on Educational Units, click here) • Be certified in Standard First Aid and CPR level C • Provide birth support to two families and submit evaluations from the families along with a written summary the experience from your perspective • Achieve a minimum grade of 85% on an online mid-term examination • Complete 5 required readings and provide a 1 page summary for each • Assignments and projects as required • Achieve a minimum grade of 85% on an online final examination • Reflective paper
		<ul style="list-style-type: none"> • Postpartum Doula 	<ul style="list-style-type: none"> • Obtain 8 approved Educational Units and provide a written summary of what you learned from them • Be certified in Standard First Aid and CPR level C • Obtain 6 Breastfeeding Educational Units from an approved resource and submit a written summary of the knowledge you gained from this training • Provide 16 hours of postpartum support split equally between 2 families and submit evaluations from the families along with a written summary the experience from your perspective • Complete 5 required readings and provide a 1 page summary for each • Assignments and projects as required • Achieve a minimum grade of 85%

			on an online final examination <ul style="list-style-type: none"> • Reflective paper
		• Childbirth Educator	• Curriculum information currently not available
		• Birth Doula	<ul style="list-style-type: none"> • Attend a DONA approved birth doula workshop (min. 16 hours) • Read at least five books from approved reading list • Purchase a birth doula certification package • Complete a childbirth class observation OR the DONA "Introduction to Childbirth for Doulas" class OR proof of training OR letter from supervisor • Complete online training for lactation and/or breastfeeding OR breastfeeding class observation OR proof of training/employment • Provide doula service to a minimum of 3 clients • Develop a list of at least 45 local resources in at least 30 different categories • Complete a knowledge self-assessment tool • Read and sign DONA International code of ethics • Provide references (client, birth professional) • Write a 500-1000 word essay on the value and purpose of labour support
DONA International http://www.dona.org/	<ul style="list-style-type: none"> • Ajax • Kingston • London • Thunder Bay • Toronto • Milton • Ottawa 	• Postpartum Doula	• Pre-requisites: <ul style="list-style-type: none"> ◦ Complete online study of

			lactation education resources and/or breastfeeding basics OR breastfeeding class observation OR proof of training/employment <ul style="list-style-type: none"> ○ Read at least three books ● Attend a DONA approved postpartum doula workshop (min. 27 hours) ● Read DONA International position papers and other required readings ● Purchase a postpartum doula certification package ● Provide doula service to a minimum of 3 clients ● Obtain a healthcare professional evaluation or recommendation letter ● Write a 500-1000 word essay on the value of postpartum support ● Complete Infant and Adult CPR training ● Develop a list of at least 45 local resources in at least 30 different categories ● Complete a knowledge self-assessment tool ● Read and sign DONA International code of ethics ● Provide references (client, birth professional)
CAPPA http://www.cappa.net/	<ul style="list-style-type: none"> ● London ● Milton ● Burlington ● Toronto 	<ul style="list-style-type: none"> ● Labour Doula 	<ul style="list-style-type: none"> ● Complete pre-workshop study guide ● Attend CAPPA approved labour doula training ● Read CAPPA labour doula training manual and five books from required reading list ● Complete “Hug Your Baby” training ● Attend a childbirth education class (min. 10 hours) ● Attend breastfeeding class (min. 2 hours) ● Create a list of local resources ● Pass a multiple choice test and an essay exam ● Attend at least three labours/births as a doula + submit a summary of each with evaluations ● Sign the CAPPA code of conduct
		<ul style="list-style-type: none"> ● Postpartum Doula 	<ul style="list-style-type: none"> ● Complete pre-workshop study guide ● Attend CAPPA approved postpartum doula training ● Read CAPPA labour doula training

			<p>manual and nine books from required reading list</p> <ul style="list-style-type: none"> • Complete Part 1 of Hug Your Baby” training • Watch video “See What You Read: Mother and Baby Care” • Proof of infant and adult CPR training • Submit letters of recommendation (2 from doula/midwife/educator; 3 from postpartum clients) • Complete self-reflection/evaluation • Observe breastfeeding class (min. 2 - 3 hours) • Maintain a list of local resources • Pass a multiple choice test and an essay exam • Sign the CAPPa code of conduct
		• Childbirth Educator	<ul style="list-style-type: none"> • Complete pre-workshop study guide • Attend CAPPa approved childbirth educator training + teach a 15 minute topic • Read CAPPa labour doula training manual and seven books from required reading list • Complete Part 1 of “Hug Your Baby” training • Observe a childbirth education class (min. 10 hours) • Observe breastfeeding class • Observe newborn care class • Create a list of local resources • Complete two student teaching hours with certified instructor • Observe two births/labours (min. 10 hours total) • Pass a multiple choice test and an essay exam • Sign the CAPPa code of conduct
The Nesting Instinct (http://nestinginstinctkw.com/)	• Kitchener-Waterloo	• Labour Doula	<ul style="list-style-type: none"> • Attendance at min. 4 prenatal meetings, 2 postpartum meetings and 2 births. • Attendance at in-class training workshop • Completion of 6 readings from the required reading list and a 1 page report for each one. • Completion of a minimum of 3 advanced training workshops in your area of interest (e.g., breastfeeding, epidural support, placentophagia, yoga during labour, aromatherapy)

			<ul style="list-style-type: none"> • Current first aid certification • Attendance at a free 'Business 101' seminar, held at Kitchener City Hall • Participation in a hospital tour • Participation in a home birth info night, at a midwifery clinic • Completion of a short, in-class learning assessment • Attendance at refresher workshop after mentor work complete (Usually 6-12 months after initial training)
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e) This program will be the first Ontario College Certificate level Doula training program. It will provide much more in-depth training for doulas, providing them with a stronger foundation of knowledge, skills, and mentored experiences to prepare them for a successful career. This program represents a shift towards regulation of the doula practice. The external stakeholder panel indicated that this program will lend credibility to the profession by institutionalizing doula training and demonstrate that doulas and the health care profession are moving collectively in one direction to improve continuity of care.

4.2 Key Performance Indicators (KPIs)

Please complete this table with the three most recent years of published data* for similar programs at your college only (minimum one, maximum three). Similar programs may include programs at the same or different credential levels, and transfer opportunities. Please add additional rows as needed.

Program		Academic Year Of Graduation	2011-2012	2012-201	2013-2014
MTCU Title	MTCU Code				
Personal Support Worker (London)	41469	Graduate Count	66	82	81
		Employment Rate**	97	90	89
		Employment Rate in a Related Field***	68	61	63

*KPIs are to be calculated in accordance with the methods prescribed by MTCU. KPIs are based on graduates of MTCU approved full-time postsecondary programs whose funding status is shown in the graduate record layout as MTCU operating grant, Co-op Diploma Apprenticeship or Second Career, and who were surveyed by telephone.

** Employment Rate = (number of survey respondents employed Full-time or part-time, related or unrelated) / (number of survey respondents in labour force)

*** Employment Rate in a Related Field = (number of survey respondents employed Full-time or part-time, related) / (number of survey respondents in labour force)

Additional explanation/information that contextualizes the KPI outcomes above, such as student demand or labour market analysis, may be provided. (400 words recommended maximum)

The Personal Support Worker Certificate has shown consistently strong employment rates including employment in a related field over the last three years. This demonstrates that the specialized training program effectively prepares graduates for the workplace and that there are employment opportunities in the health care field in this region. This proposed Doula Certificate is also highly specialized in the health care field, so it is expected that graduates of this program will experience similar success in finding employment in their profession.

This Doula Certificate program was designed specifically to meet a growing societal need across Canada for doulas for support, care, and pre-natal education during pregnancy (e.g., Aqueel, N., 2014, August 14; Bradley, B. 2014; CTV Atlantic, 2014, September 16; CTV London, 2014, March 24; Jones, L., 2012, May 20). Trend data for the Home Support Workers occupational group (NOC-4412) that doulas belong to indicates that the number of jobs in this occupation increased by approximately 15-35% between 2012 and 2014 and are expected to continue to increase in the London region, the province of Ontario, and all of Canada by 29%, 49%, and 24% respectively (See data provided by Institutional Research in Appendix J). The London Economic Development Corporation (LEDC) indicates that the life sciences sector including health care and social assistance represents 14% of the city's economy and employs more than 21,000 people in private sector industry, hospitals, and research facilities (LEDC, 2014) including the London Health Sciences Centre's Birthing Centre that sees more than 6,000 births per year and offers prenatal classes, health fairs and postpartum and newborn health care services (LHSC, 2007).

An external stakeholder panel of community and industry representatives (e.g., regional midwife groups, regional hospitals, independent doula centres, Children's Aid Society of London & Middlesex, Southwest Ontario Aboriginal Health Access Centre, Middlesex-London Health Unit) met at Fanshawe College on February 2nd, 2015 to provide feedback on the proposed program and share their knowledge of industry trends. The external stakeholder panel was very supportive of the proposed program, recognizing the need for more in-depth training and mentorship for doulas than is currently available through independent doula training organizations (e.g., DONA, CAPPA, HALO). They indicated that this program will lend credibility to the profession by institutionalizing doula training and demonstrate that doulas/the health care profession are moving collectively in one direction to improve continuity of care.

How many other colleges within your region are approved for funding to offer programs in this same MTCU code?

There are no other colleges within this region that are approved for funding to offer programs in this same MTCU code at this time.

*Please refer to the APS-MTCU Table available on the CAAT Extranet Site, in the Programs Section, for a complete list of programs approved for funding through the College Funding Framework, at <http://caat.edu.gov.on.ca/> (user name: caatsite; password: 900Mowat).

4.3 Partnerships Supporting New Program

- List any new internal or external partnerships that may develop if this program were to be delivered.
- What, if any, alliances are possible to reduce costs, increase speed to market and increase market coverage?
- How are the external stakeholders willing to support the proposed program? (check as many as apply)

- ☒ Continuing on Advisory Committee ☒ Teach a course
☒ Provide placement or experiential learning (e.g. co-op, field placement, mentorship)
☒ Present as a guest speaker ☒ Provide a tour
☒ Research (project, partnership etc.) ☐ Donation, Scholarship, Award
☐ Other:

When this program is delivered, there are likely to be close partnerships with the following community services and organizations:

- Addiction Services of Thames Valley
- Babeeze Doula Centres
- Café of Life Chiropractic Centre
- The Children's Aid Society of London & Middlesex
- First Nations Centre, Fanshawe College
- Lambton Public Health
- Merrymount Children's Centre
- Middlesex-London Health Unit
- Oneida Health Centre
- Six Nations Health Services
- Southwest Ontario Aboriginal Health Access Centre
- St. Clair Child & Youth Services
- Stratford Midwives
- St. Thomas Elgin General Hospital
- Talbot Creek Midwives
- Thames Valley Midwives
- WomanCare Midwives

Please see Appendix L for letters of support from some of these potential external partners.

4.4 Pathways to and from Proposed Program and Programs

- a) Drawing on the gap analysis, are any program pathways anticipated or under negotiation to and/or from this program (internal and external)? If yes, describe how the existing/proposed program supports student mobility.

The Ministry will consider whether the program offers students options for transfer from other programs/institutions and to other programs/institutions. In addition, the Ministry will consider the applicant's credit transfer agreements, if applicable, and inter-institutional collaboration more generally. (Ministry Policy Guide for Applying for Ministerial Consent; 2014, p. 6)

- b) Describe any special features of this pathway (e.g., laddering, bridging).
- c) How does this program fit into the provincial and national credit transfer framework? ([ONCAT](#), [PCCAT](#))?

a) and b) A likely pathway for graduates of this proposed Doula Certificate program would be to enter a Midwifery program. Currently Ryerson University, McMaster University, and Laurentian University offer a Midwifery Education Program (Bachelor of Health Sciences (BHSc) in Midwifery). At all three universities, applicants are encouraged to have at least one year of post-secondary studies (McMaster University strongly encourages students to complete one year of university studies). Applicants to the Midwifery programs need an overall average of at least a C (Laurentian), B-/70% (Ryerson), or 75% (McMaster) in their College studies, but admissions are primarily based on secondary school grades. In addition to these minimum academic requirements, each university requires applicants to complete supplementary documents and/or interviews. This proposed Doula Certificate program will provide students interested in pursuing a career in Midwifery with the recommended year of post-secondary studies as well as extensive experience that will prepare them academically and personally for the supplementary/interview portions of the BHSc admissions process.

c) This new program will fit into the provincial and national credit transfer frameworks. After the detailed curriculum has been developed, the courses will need to be assessed to determine equivalencies at other institutions. Since this is a Certificate program, students in the program will enter with a wide range of previous educational experiences. Graduates of this program may continue on to a Diploma in a Health Sciences or Human Services field or to a Midwifery program as described in part a) and b).

4.5 How will this program help support the College's enrolment growth strategy?

The proposed Doula Certificate program aligns with an existing institutional strength, "Health Sciences" as outlined in the Strategic Mandate Agreement.

The development of this Certificate is in direct response to domestic student demand and an industry need for an institutionalized training program for doulas. Thus, this program will help to boost domestic enrollment. As described in Section 3.6, the external stakeholder panel that was assembled to discuss this new program development indicated that there is strong potential to offer this program at the regional campuses, part-time, and/or fully-online. Those flexible delivery options will make this program more accessible to students across Ontario given that this will be the first Doula Certificate program offered at an Ontario College.

Although international students are not the primary target audience for this program, it is expected that the program will be of interest to international students because the similarly themed Personal Support Worker program attracts many international students.

5.0 Demand for Program

5.1 Student Demand

- a) Provide evidence to validate student demand and/or societal need. (e.g. Student surveys, enrolment summaries and growth trends for similar programs, system enrolments and projected growth, or demographic projections for relevant sub populations)
- b) Indicate which student populations are most likely to be attracted to the program:
Persona Groups
 - ☒ Direct
 - ☒ Non-direct
 - ☒ International
 - ☐ Other (identify):
- c) Include an assessment of whether this program will draw students away from existing College programs or complement existing programs.

- a) There is a growing demand (societal need) for doulas for support, care, and prenatal education during pregnancy across Canada (e.g., Aqueel, N., 2014, August 14; Bradley, B. 2014; CTV Atlantic, 2014, September 16; CTV London, 2014, March 24; Jones, L., 2012, May 20). The London Doula Group has 80 Doulas registered with them, most of whom completed training with Doula associations in London and Toronto over this past year, but expressed a desire for more in-depth training (J. Hall, personal communication, December 3, 2014). Thus, this Doula Certificate program will address the growing societal need for doulas and meet this demand for in-depth doula training in Ontario.

Health care research, as analyzed and summarized in the Cochrane Reviews, supports the need for doulas during the childbirth process. The Cochrane Reviews

(<https://www.cochrane.org/cochrane-reviews>) are systematic reviews of primary health care and policy research. They are recognized internationally and considered the highest standard in evidence-based health care (The Cochrane Collaboration, 2014). These reviews are used to make decisions about health care policy and practice. Each review addresses a clearly formulated question by assessing the primary literature to establish conclusive evidence in support of or in opposition to that question. Hodnett et al. (2012) assessed the effects of continuous support for women during childbirth by examining 22 trials involving 15,288 women. They concluded that continuous support during labour, such as that provided by a doula, has clinically meaningful benefits for women and infants (e.g., shorter labour, less likely to report a negative rating/feeling about the childbirth experience) and recommended that all women have support throughout labour and birth (Hodnett et al., 2012).

In London and across Ontario, the number of offerings of doula training workshops by independent doula groups has increased with registration for many of those workshops being full (J. Hall and J. Ritchie, personal communication, April 10, 2015).

On April 19th, 2015, an information session about the proposed program was held for doulas in the London community. Existing doulas who completed their training with independent training organization indicated that they see a very strong demand for this training. While some expressed a need for Prior Learning Assessment and Recognition for those with previous post-

secondary experience, they felt that doulas who trained with an independent training organization would still want to complete all of the courses in this proposed program. Please see Appendix I for a summary of the comments made by the attendees at the information session.

- b) Both direct and non-direct students will be attracted to this program as described in Section 3.6. Although international students are not the primary target audience for this program, it is expected that the program will be of interest to international students because the similarly themed Personal Support Worker program attracts many international students.
- c) The proposed Doula Certificate program aligns with an existing institutional strength, “Health Sciences” and will complement existing program including the Personal Support Worker and Pre-Health Science Certificate programs as described in Section 4.1.

5.2 Labour Market Demand

a) Provide evidence to validate employment demand from some or all of the following:

- 1. Trend data (employment trends for related employment)
- 2. Feedback from and support of the Program Advisory Committee
- 3. Feedback from external stakeholders
- 4. Other data sources (e.g., London Economic Development Corporation)
- 5. Letters of employer support (attached as appendix)

- 1. Trend data was provided by Institutional Research for the Home Support Workers occupational group (NOC-4412) that doulas belong to. The number of jobs in this occupation increased by approximately 15-35% between 2012 and 2014 and are expected to continue to increase in the London region, the province of Ontario, and all of Canada by 29%, 49%, and 24% respectively (See data provided by Institutional Research in Appendix J).
One closely related occupation is that of Midwife (NOC 3124). This occupation is also expected to see an increase in the number of jobs across Canada (74%) between 2012 and 2020 with the number of jobs in Ontario remaining the same during that time period (Appendix J). Midwives belong to occupational group 323, Other Technical Occupations in Health Care. Occupational Projection Summaries from Employment and Social Development Canada (ESDC) indicate that employment in this occupational group has increased significantly faster than the average for other professions between 2010 and 2012. Unemployment has remained very low for this occupational group at 2.5%. It is expected that there will be a labour shortage (i.e. more jobs than job seekers) for this occupational group between 2013 and 2022 (ESDC, 2014; Appendix K).
- 2. As this is a new program development in the School of Nursing, a program advisory committee does not currently exist for the Doula Certificate. Please see comments below (3.) from the external panel.
- 3. An external stakeholder panel of community and industry representatives (e.g., regional midwife groups, regional hospitals, independent doula centres, Children’s Aid Society of London & Middlesex, Southwest Ontario Aboriginal Health Access Centre, Middlesex-London Health Unit) met on February 2nd, 2015 to provide feedback on the proposed program and share their knowledge of industry trends. The external stakeholder panel was very supportive of the proposed program, recognizing the need for more in-depth training and mentorship for doulas than is currently available through independent doula training organizations (e.g., DONA, CAPPA, HALO). They indicated that this program will lend credibility to the profession by institutionalizing doula training and demonstrate that doulas/the health care profession are moving collectively in one

direction to improve continuity of care.

The stakeholder panel explained that some of the independent doula training programs require doulas-in-training to attend only three births, and they thought that number should be higher. Doula training should also include observation and experiential learning in other aspects of a doula's job (e.g., pre- and post-natal care, breastfeeding clinics).

The external stakeholder panel indicated that most doulas are self-employed because the health care system currently does not provide funding or coverage for doula services for all pregnancy, although they felt that there should be more funding/coverage made available for a doula's services.

4. The London Economic Development Corporation (LEDC) indicates that the life sciences sector including health care and social assistance represents 14% of the city's economy and employs more than 21,000 people in private sector industry, hospitals, and research facilities (LEDC, 2014).
 - In addition to delivering more than 6,000 births per year, the **London Health Sciences Centre's Birthing Centre** (<http://www.lhsc.on.ca/>) offers prenatal classes, health fairs, and postpartum and newborn health care services (LHSC, 2007). The London Health Sciences Centre employs 10,555 people and is the top employer in all of London (LEDC, 2014).
 - One of **Western University's** (<http://uwo.ca/>) key areas of excellence is in Maternal, Fetal, Child, and Family Health (LEDC, 2014), which includes research at the Children's Health Research Institute and the Centre for Studies in Family Medicine (Western University, 2014). Since 2008, Western University researchers have received on average \$25,000,000 per year from the Canadian Institutes of Health Research (CIHR) alone (Western University, 2014)
 - The Middlesex-London Health Unit (<http://www.healthunit.com/>) employs 177 people (LEDC, 2014) and delivers public health programs, services, and research. The Health Unit offers clinics (e.g., breastfeeding, well baby/child), classes (e.g., prenatal, parenting), and extensive online resources for prenatal health (Middlesex-London Health Unit, 2014). The Health Unit is funded by all three levels of government including the Ministry of Child and Youth Services and the Ministry of Health and Long-Term Care. The Health Unit's Smart Start for Babies program that provides prenatal nutrition information and support for pregnant mothers is funding entirely by the federal government (Middlesex-London Health Unit, 2013).

Improving and transforming the health care system in Ontario has been a priority for the provincial government over the last ten years. In addition to general infrastructure development and an increase in the number of doctors and nurses available to treat patients, several of the province's initiatives and development activities focus on maternity and newborn health care:

 - In 2014, two new Midwife-Led Birth Centres were opened in Ontario to provide services for up to 450 births per year each and deliver prenatal classes, birth and early postpartum care, breastfeeding support, and nutritional counselling (Queen's Printer for Ontario, 2012-2014).
 - The Ontario government has also provided breastfeeding support to mothers through Telehealth Ontario, which will provide mothers with 24/7 access to lactation consultants (Queen's Printer for Ontario, 2012-2014). The provincial government has also provided funding for hospitals and community-based health care organizations so that they can attain the Baby Friendly Initiative (BFI) designation, which is the recognized standard for infant feeding and breastfeeding promotion (Queen's Printer for Ontario, 2012-2014).
5. Please see attached letters of employer support in Appendix L.

6.0 Feasibility of Program

6.1 Multi-Year Enrolment Projections (headcount)

	2016/17	2017/18	2018/19	2019/20	Ongoing
Year One	24	24	24	24	24
Year Two					
Year Three					
Year Four					
Number of Graduates	17	18	19	21	21
Total Enrolment	24	24	24	24	24

6.2 Human Resources

- a) Include staffing plan for program, up to and including full implementation.
 1. Estimate the staffing requirements that are above the existing HR complement.
 2. Would there be any changes to current staffing arrangements in order to implement this new program?
 3. Would there be any additional training needs?
- b) Student Services
 1. What other Learner / Student Success Services are required?

a) This program will build on the expertise existing in the School of Nursing. Current full-time faculty will be able to teach many of the courses in the program with the remainder of the courses being covered by part-time instructors.

b) As the program grows (i.e., enrolment numbers, delivery options), there will be the need for a Placement Coordinator to track and facilitate the practicum placements in the program.

6.3 Ministry Funding



See **Appendix F: Program Delivery Information (PDI) Form to Calculate Program Funding Parameters.**

6.4 Tuition Fees

Approved Postsecondary (APS) Program MTCU Table

- **Wt** - Program Weight for funding purposes: 1.0
 - **FU** - Program Funding Units for funding purposes: 1.0
 - Proposed annual tuition fee: \$2542.98 (Domestic) \$12360.00 (International)
 - Fees: Regular Yes ☒ No _____
 High Demand Yes _____ No ☒
 - What tuition and ancillary fees are being charged by other colleges for similar programs?
- Here at Fanshawe College, the Personal Support Worker (London campus) charges the following:
- Domestic
 - Tuition: \$1383.16/term
 - Ancillary Fees: \$567.70/term
 - Additional Fees in Level 1: \$221.22 and \$821.00 (General expenses)
 - International
 - Tuition: \$6180/term
 - Ancillary Fees: \$849.70/term
 - Additional Fees in Level 1: \$221.22 and \$821.00 (General expenses)

6.5 Program Resources

a) **Capital requirements**

1. Specify the capital requirements required for startup of all levels.
2. Estimate the capital requirements for ongoing delivery of the program (up to the 5th year).
3. Specify the amount of capital investment required to implement this program that is beyond your existing capital allotment. If this exceeds \$1.5 Million, also the source of these funds.
4. Specify the type of equipment and infrastructure enhancements needed to operationalize delivery of the program (electrical upgrade, water, eye wash station, fume hood, etc.).
5. Identify special lab amenities/attributes (functional requirements noted in 6.5 a) that impact 6.5 b)).

\$20,000 has been budgeted for startup costs including detailed curriculum development by existing full-time faculty members or new part-time faculty members who will be hired specifically for this program; placement coordination; and equipment for the lab including birth balls, massage packs and instruments, Rebozo cloths, etc. This is a one-time cost for Year 1 of the program.

\$10,000 a year has been estimated for operating costs, which include maintenance of the lab equipment described above and marketing costs.

Students will be required to pay for the necessary pre-placement preparation requirements including Standard First Aid and CPR training, a Police Vulnerable Sector Check, and health assessments. They will also need to purchase a Doula materials kit including birth ball, remedies, massage packs and instruments, Rebozo cloths, etc.

b) Space requirements



See **Appendix G: Detailed Course Delivery**

1. Will this program require renovations to existing space? If yes, describe.
2. Will this program require additional space? If yes, describe.
3. Will this program require designated space? If yes, describe.
4. Specify the size, type and attributes of classrooms and/or dedicated labs.

1. No renovations will be required for this program.
2. This program will require access to existing classroom and laboratory space.
3. This program will not require any space designated for this program alone.
4. Existing classroom space will be required for 24 students for most courses in the program. The “Advanced Birth Topics” course in Level 2 will require access to the existing Simulation Lab for two groups of 12 students (1 hour/week for each group).

c) Computing requirements

1. Identify any computers or related hardware devices that are to be funded:
☐ Desktop Computer ☐ Laptop ☐ Notebook ☐ Tablet
☐ PC based ☐ MAC ☐ IOS ☐ Android ☐ Other:
2. Identify any connectivity requirements that are to be funded:
☐ Permanent Hardwire ☐ Pluggable e.g. Laptop ☐ Wireless
☐ Other:
3. Identify any data storage requirements that are to be funded (excluding FOL):
☐ Local Hard Drive ☐ Area Server ☐ Central Server ☐ Cloud
☐ Other:
4. Identify any software requirements and version:
☐ Office Professional Plus ☐ Office Project Professional
☐ Office Proof ☐ English ☐ French ☐ Spanish

☐ Office Publisher ☐ Office Visio

☐ Silverlight

☐ Other:

5. Estimate the computing requirements required for startup of all levels.
6. Estimate the computing requirements for ongoing delivery of the program (up to the 5th year).
7. What are the implications for existing IT architecture given program size, delivery format and computing requirements?
8. Does existing IT infrastructure allow this program to be offered as proposed? If no, what is required?
9. What are the software licensing fees (one time and annual)?
10. Is there a requirement to purchase enabling technologies (clickers, SMART Boards, etc.)? If yes, describe.
11. Can the proposed hardware and software run on the College's networks? If no, describe what is required.
12. What are the online registration, e-learning and FOL requirements?
13. Are there specific IT staff support needs for the program? If yes, describe.

There are not any special computing requirements for the delivery of this program. Two courses ("Postpartum I" and "Diagnostics, Informatics, & Technology" will be delivered entirely online using FanshaweOnline (FOL).

d) **Learning Resources** - Include collections and/or online resources required.

Donna Sevenpifer (Librarian) was informed of this new program development and the resources required for it. It was determined that no additional or new collections or resources are required at this time for this program.

e) **Marketing Plan** - Outline marketing strategies that will assist in reaching the appropriate student populations for this program.

Promotional materials will be developed to target direct entry and non-direct students. Promotional materials should be shared with local community health and social services centres and organizations to reach potential students who may have some doula-related experience. A strong web presence should be developed because existing independent doula training organizations advertise online.

Audrey McLoughlin outlined a marketing strategy to integrate the new program into the College's annual marketing strategy, which typically includes the Viewbook, a Google AdWords Program Campaign, recruitment at college fairs, and mailings to high school guidance counsellors once a year.

6.6 Budget for Program - (multi-year)



See **Appendix H: Multi-Year Budget Projections with Net Present Value (NPV)**.

- a) Quantify any estimated spending requirements that are above your existing budget.
- b) Outline any budgetary assumptions.
- c) What was the outcome of your funding calculation?

The budget for this program including assumptions made in its calculation is presented in Appendix H. The Net Present Value (NPV) at 8% for the program is \$177,862.

6.7 Alternative Sources of Funding

- a) Are there alternative sources of funding for this program (*e.g.*, donations, repurposing, partnerships)?

There are no alternative sources of funding expected for the program at this time.

Please see attached Appendix A to Appendix H

Appendix I: Student Demand

Figure I.1: Summary of discussion from an information session for practicing doulas

From: [Hall, Jodi](#)
To: [Barnard, Melissa](#); [Krahn, Mary Anne](#); [DeLuca, Sandra](#)
Cc: +
Subject: Doula info night
Date: Monday, April 20, 2015 10:21:38 AM
Attachments: [image001.png](#)

Good morning,

Last evening Jill and I hosted a lovely little get together with some local doulas. We had 3 active doulas in the community attend the information session; with many more who sent regrets. The biggest concern they had was not getting into the program because the demand would be so great!

All felt very strongly that the program was long past due, and that there would be a HUGE demand for spots. This lead to a very productive meeting about how to account for prior doula experience as they did not want to be able to "challenge" any course. They felt that they would need all the courses regardless of experience (unless a previous health degree). They wondered about a grid system, or a track that could give priority to experience. I wondered about the grid used for the PN program customized for the doula program. Prior learning and recognition seem to be the biggest challenge existing doulas are worried about.

Anyway, I realize this is all up for discussion for the next phase - just wanted to share our excitement over the broad base support!

Warmly,
Jodi

Jodi Hall, PhD
Professor

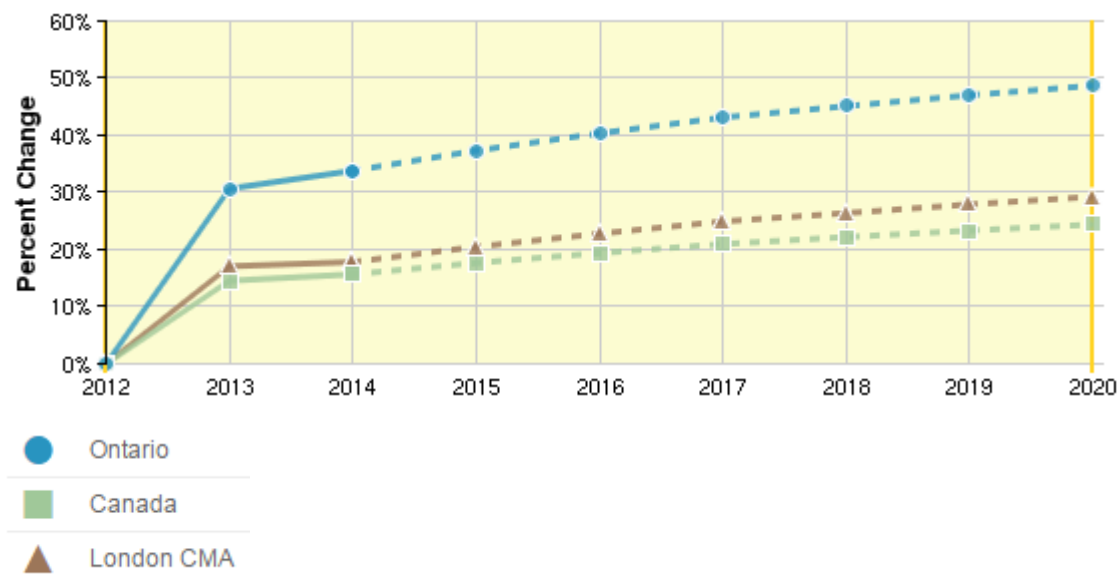
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Assistant Adjunct Professor
Arthur Labatt Family
School of Nursing
Western University

Appendix J: Labour Market Demand

Visiting homemakers, housekeepers and related occupations (NOC-S G811) (Home support workers, housekeepers and related occupations 2011 NOC 4412)

Figure 1: Actual and projected percentage labour market change from 2012 – 2020 for London CMA, Ontario, & Canada - Visiting homemakers, housekeepers and related occupations (NOC-S G811)



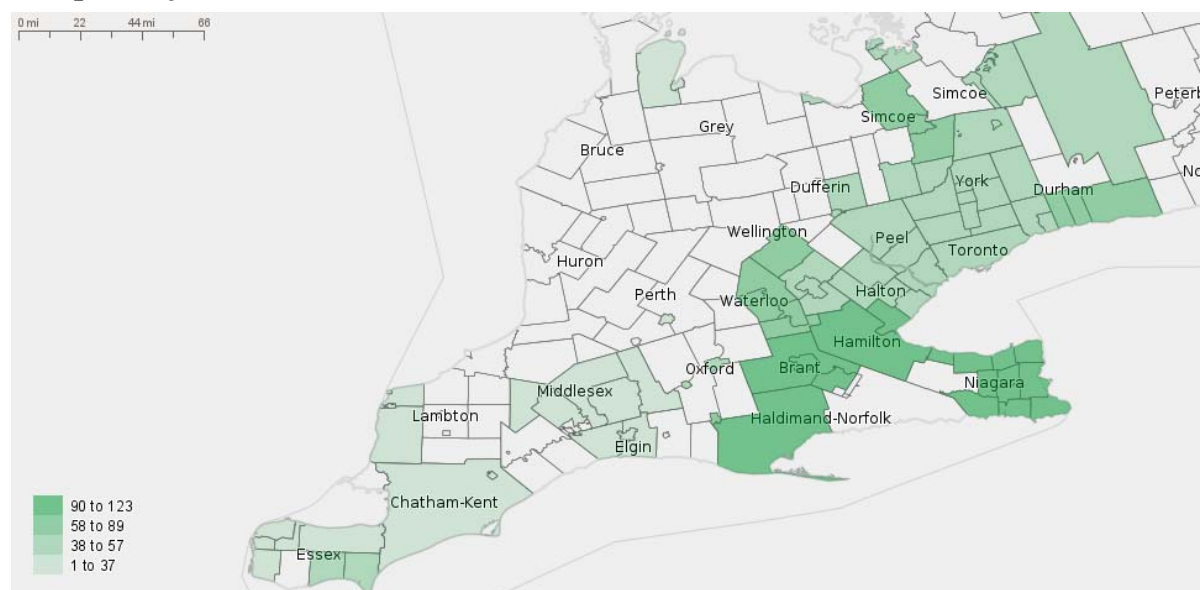
Source: Employees EMSI 2014.1

Table 1: Net projected regional percentage job change (2012 – 2020) - Visiting homemakers, housekeepers and related occupations (NOC-S G811)

Region	2012 Jobs	2020 Jobs	Change	% Change
Ontario	16,234	24,140	7,906	49%
Canada	60,230	74,924	14,694	24%
London CMA	460	594	134	29%

Source: Employees EMSI 2014.1

Figure 2: Regional percentage change in Visiting homemaker, housekeeper and related occupation jobs (2012 – 2020) (NOC-S G811)



Source:

EMSI: Employees 2014.3

Table 2: CMA-level percentage change in Visiting homemaker, housekeeper and related occupation jobs (2012 – 2020) (NOC-S G811)

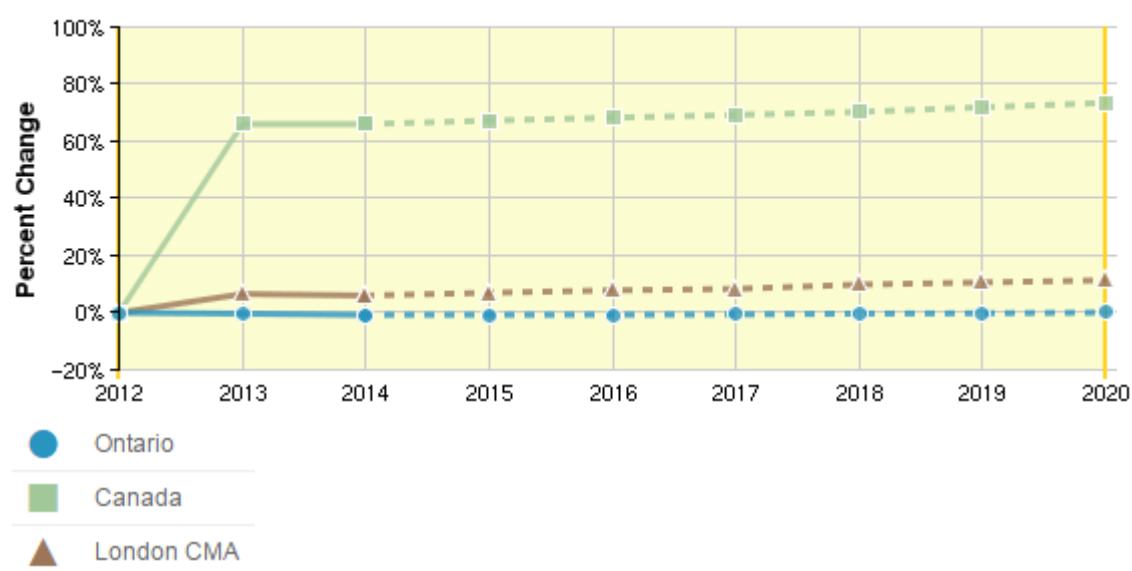
Census Metropolitan Aggregate	2012 Jobs	2020 Jobs	Change	% Change
Hamilton (35537)	530	1,183	653	123%
St. Catharines - Niagara (35539)	282	624	342	121%
Norfolk (35547)	39	87	48	123%
Brantford (35543)	98	215	117	119%
Tillsonburg (35546)	21	37	16	76%
Oshawa (35532)	309	528	219	71%
Centre Wellington (35531)	18	29	11	61%
Barrie (35568)	314	501	187	60%
Kitchener - Cambridge - Waterloo (35541)	608	960	352	58%
Toronto (35535)	6,646	10,465	3,819	57%
Woodstock (35544)	60	93	33	55%
Orillia (35569)	48	72	24	50%
Kawartha Lakes (35530)	125	185	60	48%
Guelph (35550)	148	218	70	47%
Leamington (35557)	54	79	25	46%
Midland (35571)	27	40	13	48%
Collingwood (35567)	27	39	12	44%
Ingersoll (35533)	10	15	5	50%
Windsor (35559)	675	925	250	37%
London (35555)	460	594	134	29%
Sarnia (35562)	239	305	66	28%

Chatham-Kent (35556)	275	346	71	26%
Owen Sound (35566)	122	139	17	14%

Source: EMSI: Employees 2014.3

Midwives and practitioners of natural healing (NOC-S D232)

Figure 3: Actual and projected percentage labour market change from 2012 – 2020 for London CMA, Ontario, & Canada - Midwives and practitioners of natural healing (NOC-S D232)



Source: Employees EMSI 2014.1

Table 3: Net projected regional percentage job change (2012 – 2020) - Midwives and practitioners of natural healing (NOC-S D232)

Region	2012 Jobs	2020 Jobs	Change	% Change
Ontario	307	308	1	0%
Canada	632	1,097	465	74%
London CMA	11	12	1	9%

Source: Employees EMSI 2014.1

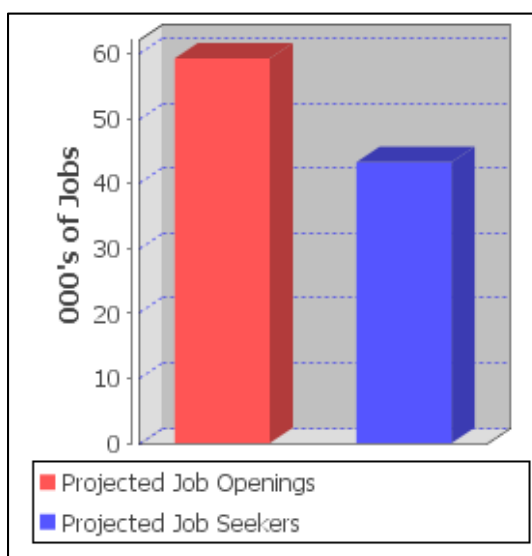
Appendix K: Occupational Projection Summaries (2013-2022)

Other Technical Occupations In Health Care (Except Dental) (323)

Skill Level	Occupations Usually Requiring College or Apprenticeship Training
Occupations in this Group	Opticians (3231) Midwives and Practitioners of Natural Healing (3232) Registered Nursing Assistants (3233) Ambulance Attendants and Other Paramedical Occupations (3234) Other Technical Occupations in Therapy and Assessment (3235)
Employment in 2012	145,830
Median Age of workers in 2012	41 years old
Average Retirement Age in 2012	61 years old

Projection of Cumulative Job Openings and Job Seekers over the Period of 2013-2022

	Level	Share
Expansion Demand	23,502	40%
Retirements	30,107	51%
Other Replacement Demand	3,468	6%
Emigration	2,208	4%
Projected Job Openings	59,286	100%
	Level	Share
School Leavers	44,548	103%
Immigration	3,718	9%
Other	-4,971	-11%
Projected Job Seekers	43,295	100%



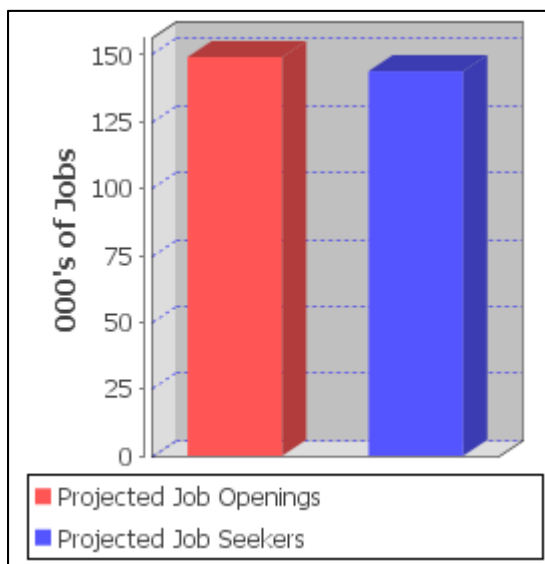
(ESDC, 2014)

Assisting Occupations In Support Of Health Services (341)

Skill Level	Occupations Usually Requiring High School
Occupations in this Group	Dental Assistants (3411) Nurse Aides and Orderlies (3413) Other Aides and Assistants in Support of Health Services (3414)
Employment in 2012	347,330
Median Age of workers in 2012	41 years old
Average Retirement Age in 2012	62 years old

Projection of Cumulative Job Openings and Job Seekers over the Period of 2013-2022

	Level	Share
Expansion Demand	62,327	42%
Retirements	71,963	48%
Other Replacement Demand	9,657	6%
Emigration	5,314	4%
Projected Job Openings	149,262	100%
	Level	Share
School Leavers	96,886	67%
Immigration	15,856	11%
Other	31,194	22%
Projected Job Seekers	143,936	100%



(ESDC, 2014)

Appendix L: Letters of Support

Please find attached the letters of support from the following community services and organizations:

- Christi Poulette, RN, Nurse-In-Charge, Oneida Health Centre
- Marijean Amesmann, IBCLC, Babeeze Doula Centres
- Amanda Saunders, MSW, RSW, The Children's Aid Society of London & Middlesex
- Diane Meronyk, Partner, WomanCare Midwives
- Kathi Wilson BA, BHSc RM, Thames Valley Midwives
- Dr. Sudit Ranade, Medical Officer of Health, Lambton Public Health
- Deanna Stirling, Middlesex Health Unit
- Sarah Baughman, Doula
- Christal Malone, Doula
- Ella Glabush, Doula
- Sheina Haddad, Doula Chef
- Melissa Strong-Abrosimoff, Doula
- Kate Williamson, Doula
- Christina Rigutto, Doula
- Tara McDonald, Doula

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APPLICATION FORM FOR PROGRAM PROPOSAL

A. Funding Request: This proposal will be sent to the MTCU for Approval for Funding. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No								
B. College Name: Fanshawe College								
C. College Contact(s): Person responsible for this proposal. <table><tr><td>Name: Tracy Gedies</td><td>Name: Sandra DeLuca</td></tr><tr><td>Title: Director, Centre for Academic Excellence</td><td>Title: Chair, School of Nursing</td></tr><tr><td>Telephone: (519) 452-4430 ext. 4733</td><td>Telephone: (519) 452-4430 ext. 4645</td></tr><tr><td>E-mail: tgedies@fanshawec.ca</td><td>E-mail: sdeluca@fanshawec.ca</td></tr></table>	Name: Tracy Gedies	Name: Sandra DeLuca	Title: Director, Centre for Academic Excellence	Title: Chair, School of Nursing	Telephone: (519) 452-4430 ext. 4733	Telephone: (519) 452-4430 ext. 4645	E-mail: tgedies@fanshawec.ca	E-mail: sdeluca@fanshawec.ca
Name: Tracy Gedies	Name: Sandra DeLuca							
Title: Director, Centre for Academic Excellence	Title: Chair, School of Nursing							
Telephone: (519) 452-4430 ext. 4733	Telephone: (519) 452-4430 ext. 4645							
E-mail: tgedies@fanshawec.ca	E-mail: sdeluca@fanshawec.ca							
D. Proposed Program Title: Doula								
E. Proposed Credential: Please select one (1). <input type="checkbox"/> Local Board Approved Certificate <input checked="" type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Ontario College Advanced Diploma <input type="checkbox"/> Ontario College Graduate Certificate								
F. Program Maps (Appendix A): Please complete and attach the two (2) Program Maps. <u>Form 1</u> - Vocational Program Learning Outcomes <u>Form 2</u> - Essential Employability Skills Outcomes								
G. Program Description (Appendix B): Please complete and attach the Program Description Form.								
H. Program Curriculum (Appendix C): Please complete and attach the Program Curriculum Form.								
I. Regulatory Status Form (Appendix D): Please complete and attach the Regulatory Status Form.								
J. Date of Submission to CVS: Click here to enter a date.								
FOR CVS USE ONLY								
K. Date of CVS Response: Click here to enter a date.								
L. CVS Validation Decision: <input type="checkbox"/> Proposal Validated. APS Number: Reason: <input type="checkbox"/> Proposal not Validated. Reason:								
M. CVS Signature:								

Send the completed form and required appendices to: belfer@ocqas.org. For detailed information on how to complete the *Application Form for Program Proposal*, please refer to the *Instructions for Submission of Program Proposal* document at www.ocqas.org.



INTRODUCTION

The process established by the Credentials Validation Service (CVS) is designed to be a streamlined, seamless, effective, and efficient process that will allow colleges to submit and receive validation requests and decisions in a timely manner. The document with the instructions to complete this form (*CVS Instructions for Submission of Program Proposal*) is available to all colleges on the OCQAS website (www.ocqas.org).



F. PROGRAM MAPS (APPENDIX A): Form 1 - Vocational Program Learning Outcomes

<u>Provincial Vocational Program Outcomes</u> <input type="checkbox"/> Provincial Program Standard, <i>or</i> <input checked="" type="checkbox"/> Provincial Program Description <i>MTCU code: 71616 Childbirth Educators - Multidiscipline</i>	Proposed Program Vocational Learning Outcomes	Course Title / Course Code
1. Identify family centred maternity care concepts and childbirth education philosophies, values and beliefs.	1. Deliver family-centred maternity care in collaboration with members of the health care team.	HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions HLTH-XXXX – Practicum 2
1. Identify family centred maternity care concepts and childbirth education philosophies, values and beliefs. 9. Identify alternatives in childbirth. 11. Demonstrate an understanding of professional, legal and ethical issues related to childbirth.	2. Examine the historical, political, and cultural aspects of the provision of maternity care both locally and globally and evaluate how this shapes the experiences of contemporary mothering.	HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Postpartum Topics



		HLTH-XXXX – Practicum 2
<p>4. Demonstrate exercises that strengthen muscles associated with pregnancy, labour, delivery and the postpartum.</p> <p>7. List pain management theories and demonstrate pain management techniques.</p>	<p>3. Synthesize knowledge of the anatomy and physiology of a woman during pregnancy, birth, and postpartum to address the concerns and needs of clients.</p>	<p>HLTH-XXXX – Anatomy & Physiology of the Childbearing Year</p> <p>HLTH-XXXX – Postpartum 1</p> <p>HLTH-XXXX – Critical Appraisal of Research</p> <p>HLTH-XXXX – Practicum 1</p> <p>HLTH-XXXX – Diagnostics, Informatics, & Technology</p> <p>HLTH-XXXX – Advanced Postpartum Topics</p> <p>HLTH-XXXX – Practicum 2</p>
<p>2. Identify the physical, emotional, physiological, psychosexual, and social processes of pregnancy, birth and the postpartum.</p> <p>7. List pain management theories and demonstrate pain management techniques.</p> <p>9. Identify alternatives in childbirth.</p>	<p>4. Provide evidence-informed physical, emotional, physiological, and psychosexual support to enhance the comfort, health, and well-being of individuals and families as they negotiate the various transitions associated with pregnancy, birth, and postpartum.</p>	<p>HLTH-XXXX – Birth Culture & Contemporary Mothering</p> <p>HLTH-XXXX – Anatomy & Physiology of the Childbearing Year</p> <p>HLTH-XXXX – Preparing for Birth 1</p> <p>HLTH-XXXX – Postpartum 1</p> <p>HLTH-XXXX – Critical Appraisal of Research</p> <p>HLTH-XXXX – Practicum 1</p> <p>HLTH-XXXX – Advanced Birth Topics</p> <p>HLTH-XXXX – Diagnostics, Informatics, & Technology</p> <p>HLTH-XXXX – Advanced Postpartum Topics</p> <p>HLTH-XXXX – Supporting Transitions</p> <p>HLTH-XXXX – Practicum 2</p>



5. Demonstrate knowledge of maternal and infant nutrition. 6. Identify features of the newborn and factors influencing care. 9. Identify alternatives in childbirth. 10. Identify community resources for couples in the childbearing year. 14. Design a prenatal class curriculum. 15. Facilitate a prenatal class series.	5. Provide families with community and online resources related to the childbearing years to empower clients to make evidence-informed choices regarding pregnancy and birth options and newborn care, including infant and newborn nutrition.	HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Postpartum 1 HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions HLTH-XXXX – Practicum 2
3. Demonstrate knowledge of diagnostic testing techniques used in early and late pregnancy.	6. Describe diagnostic testing procedures and medical interventions routinely used during pregnancy, labour, birth, and the postpartum period, and recognize the normal ranges and parameters for those test results.	HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Practicum 2
8. Demonstrate knowledge of unexpected outcomes and their management.	7. Identify early signs of maternal physical and mental health concerns, and refer clients to appropriate community resources in a timely manner.	HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Critical Appraisal of Research



		HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Practicum 2
13. Identify factors affecting group dynamics and demonstrate skills in applying the principles and theories of group dynamics.	8. Foster professional relationships with clients, family members, caregivers, and other doulas.	HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions BUSI-3013 – Small Business Entrepreneurship HLTH-XXXX – Practicum 2
11. Demonstrate an understanding of professional, legal and ethical issues related to childbirth. 14. Design a prenatal class curriculum. 15. Facilitate a prenatal class series.	9. Establish and maintain a professional doula business in accordance with professional, legal, and ethical guidelines.	HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Practicum 2
7. List pain management theories and demonstrate pain management techniques. 13. Identify factors affecting group dynamics and demonstrate skills in applying the principles and theories of group dynamics.	10. Assess and support clients' needs based on the theories of diverse social determinants of health, cultural humility, and intersectionality and the principle of harm reduction.	HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Anatomy & Physiology of



		<p>the Childbearing Year</p> <p>HLTH-XXXX – Postpartum 1</p> <p>HLTH-XXXX – Self & Other</p> <p>HLTH-XXXX – Critical Appraisal of Research</p> <p>HLTH-XXXX – Practicum 1</p> <p>HLTH-XXXX – Advanced Birth Topics</p> <p>HLTH-XXXX – Diagnostics, Informatics, & Technology</p> <p>HLTH-XXXX – Advanced Postpartum Topics</p> <p>HLTH-XXXX – Supporting Transitions</p> <p>HLTH-XXXX – Practicum 2</p>
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Add additional rows as required to complete the mapping exercise.



F. PROGRAM MAPS (APPENDIX A): Form 2 – Essential Employability Skills Outcomes

Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
Communication	<ul style="list-style-type: none">• Reading• Writing• Speaking• Listening• Presenting• Visual Literacy	<ul style="list-style-type: none">• communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience	HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research WRIT-1048 – Reason & Writing for Health Sciences HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions BUSI-3013 – Small Business Entrepreneurship HLTH-XXXX – Practicum 2



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
		<ul style="list-style-type: none"> respond to written, spoken, or visual messages in a manner that ensures effective communication 	HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research WRIT-1048 – Reason & Writing for Health Sciences HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions BUSI-3013 – Small Business Entrepreneurship HLTH-XXXX – Practicum 2
Numeracy	<ul style="list-style-type: none"> Understanding and applying mathematical concepts and 	<ul style="list-style-type: none"> execute mathematical operations accurately 	HLTH-XXXX – Anatomy & Physiology of the Childbearing Year



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
	reasoning <ul style="list-style-type: none"> Analysing and using numerical data Conceptualizing 		HLTH-XXXX – Critical Appraisal of Research WRIT-1048 – Reason & Writing for Health Sciences HLTH-XXXX – Practicum 1 HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Practicum 2
Critical Thinking & Problem Solving	<ul style="list-style-type: none"> Analysing Synthesizing Evaluating Decision-making Creative and innovative thinking 	<ul style="list-style-type: none"> apply a systematic approach to solve problems 	HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research WRIT-1048 – Reason & Writing for Health Sciences HLTH-XXXX – Practicum 1 HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
		<ul style="list-style-type: none"> use a variety of thinking skills to anticipate and solve problems 	HLTH-XXXX – Practicum 2 HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research WRIT-1048 – Reason & Writing for Health Sciences HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions HLTH-XXXX – Practicum 2
Information Management	<ul style="list-style-type: none"> Gathering and managing information Selecting and using appropriate tools and technology for a task 	<ul style="list-style-type: none"> locate, select, organize, and document information using appropriate technology and information systems 	HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
	<ul style="list-style-type: none"> or a project • Computer literacy • Internet skills 		WRIT-1048 – Reason & Writing for Health Sciences HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Advanced Postpartum Topics BUSI-3013 – Small Business Entrepreneurship HLTH-XXXX – Practicum 2
		<ul style="list-style-type: none"> • analyse, evaluate, and apply relevant information from a variety of sources 	HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research WRIT-1048 – Reason & Writing for Health Sciences HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Diagnostics, Informatics, &



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			Technology HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions BUSI-3013 – Small Business Entrepreneurship HLTH-XXXX – Practicum 2
Inter-personal	<ul style="list-style-type: none"> Team work Relationship management Conflict resolution Leadership Networking 	<ul style="list-style-type: none"> show respect for the diverse opinions, values, belief systems, and contributions of others 	HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions BUSI-3013 – Small Business Entrepreneurship



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
		<ul style="list-style-type: none"> interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals 	HLTH-XXXX – Practicum 2 HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions HLTH-XXXX – Practicum 2
Personal	<ul style="list-style-type: none"> Managing self Managing change and being flexible and adaptable Engaging in reflective practice Demonstrating personal responsibility 	<ul style="list-style-type: none"> manage the use of time and other resources to complete projects 	HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Advanced Postpartum Topics HLTH-XXXX – Supporting Transitions BUSI-3013 – Small Business Entrepreneurship HLTH-XXXX – Practicum 2
		<ul style="list-style-type: none"> take responsibility for one's own actions, decisions, and consequences 	HLTH-XXXX – Birth Culture & Contemporary Mothering HLTH-XXXX – Anatomy & Physiology of the Childbearing Year HLTH-XXXX – Preparing for Birth 1 HLTH-XXXX – Postpartum 1 HLTH-XXXX – Self & Other HLTH-XXXX – Critical Appraisal of Research HLTH-XXXX – Practicum 1 HLTH-XXXX – Advanced Birth Topics HLTH-XXXX – Diagnostics, Informatics, & Technology HLTH-XXXX – Advanced Postpartum



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collèges de l'Ontario

Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes <i>(As indicated in Appendix A)</i>
			Topics HLTH-XXXX – Supporting Transitions HLTH-XXXX – Practicum 2



G. PROGRAM DESCRIPTION (APPENDIX B)

Program Description

Provide a brief description of the program, similar to what might be used as, or found in, advertising or a calendar description.

This program emphasizes the dynamic role of the Doula in the health care community and prepares students for a rewarding career collaborating with the birth team to provide mothers with information and support for a healthy pregnancy, a safe and satisfying childbirth experience, and a comfortable postpartum period. The curriculum captures the specialized knowledge, skills, and experience that Doulas require relating to anatomy and physiology and the emotional, psychological, and cultural aspects of birth. Students are also introduced to business management/entrepreneurship concepts and strategies including business ethics and contracts, marketing and sales techniques, and personal financial management.

Laddering Opportunities

Provide a brief description of known laddering into and from the proposed program, e.g. certificate to diploma, diploma to degree, apprenticeship to college, diploma to apprenticeship, college to college, diploma to college degree, etc.

A pathway for graduates of this Doula Certificate program would be to enter a Midwifery Education Program (Bachelor of Health Sciences (BHSc) in Midwifery). This proposed Doula Certificate program will provide students interested in pursuing a career in Midwifery with the recommended year of post-secondary studies as well as extensive experience that will prepare them academically and personally for the supplementary/interview portions of the BHSc admissions process and for the rigors of the Midwifery program itself.

Occupational Areas

Provide a brief description of where it is anticipated graduates will find employment.

A Doula is a non-medical assistant who works with women and their families during pregnancy, childbirth, and postpartum. Most Doulas are self-employed, and graduates of this program will be prepared to develop and manage their own business. Given the comprehensive nature of this program, graduates will be able to work as a Labour Doula and a Postpartum Doula. Graduates of this program will also be prepared to work in clinics, health units, and other social service or community centres providing childbirth education workshops, post-natal care workshops, breastfeeding clinics, etc.

Proposed Program Vocational Learning Outcomes

Provide the list of the proposed program vocational learning outcomes. These outcomes should be listed, verbatim as they appear in Appendix A- Form 1.

The graduate has reliably demonstrated the ability to:

1. Deliver family-centred maternity care in collaboration with members of the health care team.
2. Examine the historical, political, and cultural aspects of the provision of maternity care both locally and globally and evaluate how this shapes the experiences of contemporary mothering.
3. Synthesize knowledge of the anatomy and physiology of a woman during pregnancy, birth, and postpartum to address the concerns and needs of clients.
4. Provide evidence-informed physical, emotional, physiological, and psychosexual support to enhance the comfort, health, and well-being of individuals and families as they negotiate the various transitions associated with pregnancy, birth, and postpartum.



5. Provide families with community and online resources related to the childbearing years to empower clients to make evidence-informed choices regarding pregnancy and birth options and newborn care, including infant and newborn nutrition.
6. Describe diagnostic testing procedures and medical interventions routinely used during pregnancy, labour, birth, and the postpartum period, and recognize the normal ranges and parameters for those test results.
7. Identify early signs of maternal physical and mental health concerns, and refer clients to appropriate community resources in a timely manner.
8. Foster professional relationships with clients, family members, caregivers, and other doulas.
9. Establish and maintain a professional doula business in accordance with professional, legal, and ethical guidelines.
10. Assess and support clients' needs based on the theories of diverse social determinants of health, cultural humility, and intersectionality and the principle of harm reduction.

Admission Requirements

Identify the Admission Requirements for the program.

Admission Requirements

OSSD with courses from the College (C), University (U),
University/College (M), or Open (O) stream

OR

Academic and Career Entrance Certificate (ACE)

OR

Ontario High School Equivalency Certificate (GED)

OR

Mature applicant with appropriate preparation

English Language Requirements

Applicants whose first language is not English will be required to demonstrate proficiency in English by one of the following methods:

- A Grade 12 College Stream or University Stream English credit from an Ontario Secondary School, or equivalent, depending on the program's Admission Requirements
- Test of English as a Foreign Language (TOEFL) test with a minimum score of 550 for the paper-based test (PBT), or 79 for the Internet-based test (iBT), with test results within the last two years
- International English Language Testing System (IELTS) test with an overall score of 6.0 with no score less than 5.5 in any of the four bands, with test results within the last two years
- Canadian Academic English Language (CAEL) test with an overall score of 60 with no score less than 50 in any of the four bands, with test results within the last two years
- An English Language Evaluation (ELE) at Fanshawe College with a minimum score of 70% in all sections of the test, with test results within the last two years

Recommended Academic Preparation

- Any Grade 12 English (C), (U), or (O)
- Grade 11 or Grade 12 Biology (C) or (U)



- Grade 11 Health Care (C) OR Grade 12 Human Development Throughout the Lifespan (M)

Recommended Personal Preparation

- Knowledge of and interest in working with women, children, and families.
- Development of personal responsibility and emotional maturity by participating in social organizations interested in helping people.
- Willingness to co-operate with others in the delivery of family-centred maternity care in collaboration with members of the health care team.
- Ability to effectively communicate in conversational English

Applicant Selection Criteria

Where the number of eligible applicants exceeds the available spaces in the program, the Applicant Selection Criteria will be:

1. Preference for Permanent Residents of Ontario
2. Receipt of Application by February 1st (After this date, Fanshawe College will consider applicants on a first-come, first-served basis until the program is full)
3. Achievement of the Admission Requirements
4. Completion of a personal interview

Post-Admission Requirements

The following items are applicable to the program and are time sensitive:

- Possession of a Standard First Aid course certificate (either St. John Ambulance or Canadian Red Cross or equivalent) and a Basic Rescuer course certificate - Basic Life Support (BLS) for Health Care Providers (HCP) in accordance with the Heart and Stroke Foundation of Canada Canadian Guidelines for CPR
- Evidence of Good Health (Immunizations may be required for certain clinical placement settings.)
- Police Record Check and Vulnerable Sector Screening, including a check of the Pardoned Sexual Offenders Database
- Placement Agreement
- Privacy and Confidentiality Agreement
- Travel to practicum placements or site visits will be required

**H. PROGRAM CURRICULUM (APPENDIX C)**

Semester	Course Code/ Course Title <i>(As indicated in Appendix A)</i>	General Education Course <i>(indicate with an X)</i>	Total Course Hours	Course Description
1	HLTH-XXXX – Birth Culture & Contemporary Mothering		45	This course will introduce students to the historical, cultural, and situational factors influencing the delivery of maternity care systems locally and around the world. Students will examine the influences and consequences of the medicalization of birth and the renewal of doula and midwifery care models. Topics will also include current fertility trends and the importance of supporting the diversity of all mothers.
1	HLTH-XXXX – Anatomy & Physiology of the Childbearing Year		45	This course introduces the knowledge, skills and attitudes necessary to understand and teach information about conception through to postpartum, to new and expectant parents. Topics will include embryology, female anatomy, physiology including hormones and immunology. Basic medical terminology will be explored related to the childbearing years including diagnostic screening tools for pregnancy, birth, and postpartum.
1	HLTH-XXXX – Preparing for Birth 1		45	This course examines the emotional and physiological process of birth for the laboring person, partner, and/or support person. The student will be able to recognize the relationship between emotions and physiological changes during birth and postpartum, and to respond to subtle cues accordingly. The student will practice hands-on support skills, explore a day in the life of a doula, and describe the value of holding birthing spaces for women. The course will continue to build on the students' communication skills in developing the doula's support system both professionally and personally.
1	HLTH-XXXX – Postpartum 1		45	This course will focus on identifying the needs of the new mom, baby and family as they transition into the early postpartum days (1-10 days). The course will encourage students to discuss and reflect on early newborn care and behavior including the value of



				'mothering the mother'. Students will develop skills, strategies and resources to help new families set boundaries and advocate for themselves.
1	HLTH-XXXX – Self & Other		45	This class will focus on understanding intrapersonal and interpersonal experiences. Students will explore their personal beliefs, values, feelings and thoughts about self and self as part of a family, culture and intra-professional team. This class will enhance interpersonal communication as the learner becomes more aware and will provide a framework for self-reflection and nurturing supportive relationships while setting boundaries.
1	HLTH-XXXX – Critical Appraisal of Research		45	This course will help prepare students to become knowledgeable consumers and users of research. Students will be introduced to ways of knowing and questioning related to health research with the ultimate goal being the advancement of client-centred care and doula practice. Students will explore basic strategies for identifying knowledge gaps through literature review and appraisal. Research roles and methods pertinent to doulas will be emphasized.
1	WRIT-1048 – Reason & Writing for Health Sciences		45	This course will introduce students to essential principles of reading, writing, and reasoning at the postsecondary level. Students will identify, summarize, analyze and evaluate multiple short readings and write persuasive response essays to develop their vocabulary, comprehension, grammar, and critical thinking. This course will also introduce students to selected issues and terms in health sciences.
1	HLTH-XXXX – Practicum 1		50	Through this practicum placement, the students will enhance their understanding of health promotion in rural or urban areas, applying the knowledge and skills learned in class to support women with pregnancy, birth, and the early postpartum period. Customized practicum placements will be developed with input from each student, the community on-site placement coordinator, and the practicum coordinator in accordance with the learning outcomes and the student's area of interest. The student will begin to apply concepts learned in the classroom to the practical environment and will begin to assess and



				select effective solutions for working co-operatively with other health professionals within a team environment. Practicum placement hours may be comprised of a combination of in-home, institution, and community based services accordingly.
2	HLTH-XXXX – Advanced Birth Topics		45	This course prepares student to identify, understand, analyze and discuss various medical and pharmaceutical interventions available during pregnancy, labour, and birth. The students will practice the skills required to synthesize and translate this knowledge to their clients.
2	HLTH-XXXX – Diagnostics, Informatics, & Technology		45	This course will extend students' knowledge, skills and confidence with technology commonly used to assess and share health information related to the childbearing year and newborn care. Students will explore the professional application of information technology in their professional practice.
2	HLTH-XXXX – Advanced Postpartum Topics		45	This course focuses on postpartum adjustment and is designed to extend students' knowledge and skills to identify and support common concerns including feeding decisions for mom and baby, newborn development, nutrition and mental health. Students will develop effective strategies for client education and community referral resources.
2	HLTH-XXXX – Supporting Transitions		45	This course explores a doula's scope of practice within the context of supporting the transition from pregnancy to postpartum. Taking a closer look at how conception changes the dynamics within families, between partners and existing children, the doula's role in providing support during these transitions will be examined. Students will begin to develop resources to enhance the students' knowledge of prenatal nutrition and optimal fetal development. This course will provide students with the knowledge, skills, and caring attitudes that will enable them to promote healthy choices with individuals, families and community members.
2	BUSI-3013 – Small Business Entrepreneurship		45	Should you become a small business owner? Want to know how a small business can compete effectively in today's marketplace? Examine the business environment and the risks and rewards of ownership by participating in panel discussions and interviews



				with successful small business owners, plus explore ideas that can make your small business more competitive. You get the benefit of years of experience and new insights for success.
2	HLTH-XXXX – Practicum 2		100	Through this practicum placement, the students will enhance their understanding of health promotion in rural or urban areas, applying the knowledge and skills learned in lab and simulation to support women with pregnancy, birth, and the early postpartum period. Customized practicum placements will be developed with input from each student, the community on-site placement coordinator, and the practicum coordinator in accordance with the learning outcomes and the student's area of interest. This practicum will build on previous concepts learned, providing students with an opportunity to extend and practice skills required to synthesize and translate knowledge to their peers, members of the health care team, and to their clients. Practicum placement hours may be comprised of a combination of in home, institution, and community based services accordingly.

Add additional rows as required to complete the curriculum chart.



I. REGULATORY STATUS FORM (APPENDIX D)

Please complete the following:

There IS a legislative requirement that program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation

- ☐ **Mandatory recognition of a regulatory authority exists and is being sought.**
(Please refer to Section A below- *Mandatory Regulatory Requirements*)

There IS or IS NOT a voluntary (i.e., not required by legislation) licensing or certification for entry to practice in the profession or trade.

- ☐ YES
☒ NO

- ☐ **Voluntary recognition of a regulatory authority IS being sought.**
(Please refer to Section B below- *Recognition by Voluntary Association*)

- ☐ **Voluntary recognition is NOT being sought*.**
Please explain why: [Click here to enter text.](#)

**Note: There may be titling implications for programs that are not seeking recognition in an area where existing programs have secured recognition.*



A. MANDATORY REGULATORY REQUIREMENTS

Where licensing or certification is ***required by legislation*** for entry to practice in the profession or trade, the Ministry of Training, Colleges and Universities requires that colleges ensure that their programs will meet the requirements of the regulatory body in order to be approved for funding.

Name of regulatory authority:

Status (please select ALL that apply)

☐ Accreditation or approval by the regulatory authority / designated third party received.

Date of recognition:

☐ The college is working toward accreditation with the regulatory authority/ designated third party.

Describe current status of application:

Expected date of recognition:

☐ The regulatory authority does not accredit educational programs directly or through designated third party. Formal acknowledgement (e.g. in its published or legislated registration requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

Please submit an acknowledgement and/or evidence from the regulatory authority regarding the status of the recognition.



B. RECOGNITION BY VOLUNTARY ASSOCIATION

Colleges may choose to have a program accredited or recognized by a voluntary membership organization or association. Graduate eligibility for association recognition or adherence to standards imposed by the body is **a recommendation and not a requirement** for program funding approval by the Ministry of Training, Colleges and Universities.

Name of voluntary association:

Status (please select ALL that apply)

☐ The college is working toward recognition.

Describe current status of application:

Expected date of recognition:

☐ Recognition has been received.

Date of recognition:

Type of recognition (e.g. accreditation, graduates eligible to write membership exams, etc.):

☐ The association does not recognize educational programs directly or through designated third party. Formal recognition (e.g. in its published requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

Please submit an acknowledgement and/or evidence from the regulatory authority or voluntary association regarding the status of the recognition.

APPENDIX E – Program Outcomes – Curriculum Map

PROGRAM MAPPING Doula Certificate	LEVEL ONE								LEVEL TWO							
PROGRAM VOCATIONAL LEARNING OUTCOMES	Birth Culture & Contemporary Mothering	Anatomy & Physiology	Preparing for Birth I	Postpartum I	Self & Other	Critical Appraisal of Research	WRIT-1048 Reason & Writing for Health Sciences	Practicum I		Advanced Birth Topics	Diagnostics, Informatics, & Technology	Advanced Postpartum Topics	BUSI-3013 Small Business Entrepreneurship	Supporting Transitions	Practicum II	# OF COURSES EVALUATING THE OUTCOME
1 - Introductory																
2 - Building																
3 - Culminating																
The graduate has reliably demonstrated the ability to:																
1. Deliver family-centred maternity care in collaboration with members of the health care team.	1		2	1	1	2		2		3		3		3	3	10
2. Examine the historical, political, and cultural aspects of the provision of maternity care both locally and globally and evaluate how this shapes the experiences of contemporary mothering.	3				2	2		2				2			3	6
3. Synthesize knowledge of the anatomy and physiology of a woman during pregnancy, birth, and postpartum to address the concerns and needs of clients.		3		1		2		2			3	3			3	7
4. Provide evidence-informed physical, emotional, physiological, and psychosexual support to enhance the comfort, health, and well-being of individuals and families as they negotiate the various transitions associated with pregnancy, birth, and postpartum.	2	2	2	2		2		2		3	3	3		3	3	11
5. Provide families with community and online resources related to the childbearing years to empower clients to make evidence-informed choices regarding pregnancy and birth options and newborn care, including infant and newborn nutrition.		2		2		3		2				3		3	3	7
6. Describe diagnostic testing procedures and medical interventions routinely used during pregnancy, labour, birth, and the postpartum period, and recognize the normal ranges and parameters for those test results.		2	1			2		2		3	2	3			3	8
7. Identify early signs of maternal physical and mental health concerns, and refer clients to appropriate community resources in a timely manner.		1	1	1		2		2		3		3			3	8
8. Foster professional relationships with clients, family members, caregivers, and other doulas.			2		2	2		2		3		3	3	3	3	9
9. Establish and maintain a professional doula business in accordance with professional, legal, and ethical guidelines.	2				2	2		2							3	5
10. Assess and support clients' needs based on the theories of diverse social determinants of health, cultural humility, and intersectionality and the principle of harm reduction.	2	2		2	2	2		2		3	3	3		3	3	11
TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE	5	6	5	6	5	10	0	10		6	4	9	1	5	10	
GM = General Education (mandatory) G = General Education (elective)																

NB - Only indicate the outcomes that are Taught & Evaluated (TE or TRE) in a course

PROGRAM COORDINATOR:

ACADEMIC CHAIR: Sandra DeLuca and Mary Anne Krahn

Date Completed: April 20th, 2015

Analysis of Mapping Results:

All program Vocational Learning Outcomes are met throughout the program.
There is a clear and logical progression of learning from Level 1 to Level 2 of the program.

APPENDIX E – Program Outcomes – Curriculum Map

PROGRAM MAPPING Doula Certificate	LEVEL ONE									LEVEL TWO						
PROGRAM ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES	Birth Culture& Contemporary Mothering	Anatomy & Physiology	Preparing for Birth I	Postpartum I	Self & Other	Critical Appraisal of Research	WRIT-1048 Reason & Writing for Health Sciences	Practicum I		Advanced Birth Topics	Diagnostics, Informatics, & Technology	Advanced Postpartum Topics	BUSI-3013 Small Business Entrepreneurship	Supporting Transitions	Practicum II	# OF COURSES SUPPORTING THE OUTCOME
4 = R 5 = RE 6 = TE 7 = TRE																
1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.	7	7	7	5	7	7	6	7		5	5	5	5	7	7	14
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication	7	7	7	7	7	7	6	7		5	5	7	5	7	7	14
3. Execute mathematical operations accurately		7				7		7			7		4		7	6
4. Apply a systematic approach to solve problems	4	7	7	7	7	7	6	7		7	7	4	4	7	7	14
5. Use a variety of thinking skills to anticipate and solve problems	4	7	7	7	7	7	6	7		7	7	7	4	7	7	14
6. Locate, select, organize, and document information using appropriate technology and information systems			5	7	5	7	6	7		5	5	5	5	4	7	12
7. Analyse, evaluate, and apply relevant information from a variety of sources		5	5	7	5	7	6	7		5	5	5	5	7	7	13
8. Show respect for the diverse opinions, values, belief systems, and contributions of others	7	4	7	7	7	5	4	7		7	5	7	5	7	7	14
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals	7		5	7	7	7	4	7		7	4	7	4	7	7	13
10. Manage the use of time and other resources to complete projects	5	5	4	5	5	5	4	7		5	5	5	5	7	7	14
11. Take responsibility for one's own actions, decisions, and consequences	7	5	7	5	7	5	4	7		5	5	7	4	7	7	14
	8	9	10	10	10	11	10	11		10	11	10	11	10	11	

PROGRAM COORDINATOR:

ACADEMIC CHAIR: Sandra DeLuca and Mary Anne Krahn

Date Completed: April 20th, 2015

Analysis of Mapping Results:

All Essential Employability Skills Outcomes are met throughout the program.

APPENDIX F

Program Delivery Information (PDI) Form to Calculate Program Funding Parameters Total Hours Required per Student

College: Fanshawe College

Program title: Doula Certificate

Indicate the number of hours that a student is required to spend in each instructional setting in each semester or level of this program. All hours in all instructional settings are to be noted.

Funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Classroom instruction	315	225								540
Laboratory/workshop/ fieldwork										
Independent (self-paced) learning										
One-on-one instruction										
Clinical placement										
Field placement/work placement	50	100								150
Small group tutorial										
TOTAL	365	325								690

Non-funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Co-op work placement - Mandatory										
Co-op work placement - Optional										
TOTAL										

*Definitions for each instructional setting can be found below.

Program: Doula Certificate
School: School of Nursing

Term: September
Starting Year: 2016

[illegible]

Appendix H: Multi-Year Budget Projections with Net Present Value (NPV)

Program Name		Doula										
Program type		College Certificate										
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Total</u>
Incremental revenues												
Grants:	Notes											
Doula	1	n/a	142,065	145,530	148,995	155,925	155,925	155,925	155,925	155,925	155,925	1,372,140
Tuition:												
Doula	2,3,4	52,152	53,424	54,696	57,240	57,240	57,240	57,240	57,240	57,240	57,240	560,952
Program Specific fee **	5	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Other associated revenue		0	0	0	0	0	0	0	0	0	0	0
sub-total		58,152	201,489	206,226	212,235	219,165	219,165	219,165	219,165	219,165	219,165	1,993,092
Incremental expenses												
Indirect salaries:												
Admin/Support staff		0	0	0	0	0	0	0	0	0	0	0
Teaching salaries:												
Full time - number required		1	1	1	1	1	1	1	1	1	1	
- cost @ \$132,264		132,264	132,264	132,264	132,264	132,264	132,264	132,264	132,264	132,264	132,264	1,322,640
Part time - hours per week req'd		9	9	9	9	9	9	9	9	9	9	
- cost @ see below		14,868	14,868	14,868	14,868	14,868	14,868	14,868	14,868	14,868	14,868	148,680
One time costs - facilities		0										0
fitup/equipment		0										0
Other startup		20,000										20,000
Operating expenses		16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	160,000
Capital expenses												0
sub-total		183,132	163,132	163,132	163,132	163,132	163,132	163,132	163,132	163,132	163,132	1,651,320
incremental cash inflows		-124,980	38,357	43,094	49,103	56,033	56,033	56,033	56,033	56,033	56,033	341,772
CTO%			19%	21%	23%	26%	26%	26%	26%	26%	26%	
Net present value @ 8%			\$177,862									

Notes:

1. Grant based on PSW program
2. Tuition based on standard program
3. 100%/0% domestic/international enrolments assumed
4. Based on lvl 1 enrolment total of 20 ramping up to 25
5. Doula Kit - \$250

INPUT FIELDS

Tuition - domestic	lvl 1/2	\$1,272.00
(per term)	lvl 3/4	\$0.00
	lvl 5/6	\$0.00
Grant	all levels	\$3,465.00
(per term)		
Program specific fee	level 1	\$250.00
Tuition - international	lvl 1/2	\$6,180.00
(per term)	lvl 3/4	\$0.00
	lvl 5/6	\$0.00
Enrolment split	domestic	100%
	international	0%
Part time / Partial load	split %	PT 100%
		PL 0%
	hrly rate	PT \$59.00
	(incl. ben's)	PL \$0.00
Number of weeks for PT/PL		28

YEAR 1

Enrolment table	Program name	
	Domestic	Int'l
level 1	24	0
level 2	17	0
level 3	0	0
level 4	0	0
	41	0
Tuition rates		
	Domestic	Int'l
level 1	1,272.00	6,180.00
level 2	1,272.00	6,180.00
level 3	0.00	0.00
level 4	0.00	0.00
Grant values		
	Domestic	Int'l
level 1	3,465.00	0.00
level 2	3,465.00	0.00
level 3	3,465.00	0.00
level 4	3,465.00	0.00

Appendix H: Multi-Year Budget Projections with Net Present Value (NPV)

YEAR 2			
Enrolment table	Program name		
	Domestic	Int'l	
level 1	24	0	24
level 2	18	0	18
level 3	0	0	0
level 4	0	0	0
Level 5	0	0	0
	42	0	42
Tuition rates			
	Domestic	Int'l	
level 1	1,272.00	6,180.00	
level 2	1,272.00	6,180.00	
level 3	0.00	0.00	
level 4	0.00	0.00	
Level 5	0.00	0.00	
Grant values			
	Domestic	Int'l	
level 1	3,465.00	0.00	
level 2	3,465.00	0.00	
level 3	3,465.00	0.00	
level 4	3,465.00	0.00	
level 5	3,465.00	0.00	

YEAR 3			
Enrolment table	Program name		
	Domestic	Int'l	
level 1	24	0	24
level 2	19	0	19
level 3	0	0	0
level 4	0	0	0
Level 5	0	0	0
level 6	0	0	0
	0	0	0
	43	0	43
Tuition rates			
	Domestic	Int'l	
level 1	1,272.00	6,180.00	
level 2	1,272.00	6,180.00	
level 3	0.00	0.00	
level 4	0.00	0.00	
level 5	0.00	0.00	
level 6	0.00	0.00	
level 7	0.00	0.00	
Grant values			
	Domestic	Int'l	
level 1	3,465.00	0.00	
level 2	3,465.00	0.00	
level 3	3,465.00	0.00	
level 4	3,465.00	0.00	
level 5	3,465.00	0.00	
level 6	3,465.00	0.00	
level 7	3,465.00	0.00	

Appendix H: Multi-Year Budget Projections with Net Present Value (NPV)

YEAR 4			
Enrolment table	Program name		
	Domestic	Int'l	
level 1	24	0	24
level 2	21	0	21
level 3	0	0	0
level 4	0	0	0
Level 5	0	0	0
level 6	0	0	0
	0	0	0
	45	0	45
Tuition rates			
	Domestic	Int'l	
level 1	1,272.00	6,180.00	
level 2	1,272.00	6,180.00	
level 3	0.00	0.00	
level 4	0.00	0.00	
level 5	0.00	0.00	
level 6	0.00	0.00	
level 7	0.00	0.00	
Grant values			
	Domestic	Int'l	
level 1	3,465.00	0.00	
level 2	3,465.00	0.00	
level 3	3,465.00	0.00	
level 4	3,465.00	0.00	
level 5	3,465.00	0.00	
level 6	3,465.00	0.00	
level 7	3,465.00	0.00	

Good Afternoon Jill,

Congratulations on the forward movement of the doula training program at Fanshawe College. Thank you for the invite to participate in community support toward the program. At first glance of the areas of support proposed Oneida Health Centre would be willing to look to providing some support around guest speaking and possibly tour of our health centre and or programming. I am aware that you have been in contact with Trudy Antone our Healthy Babies Healthy Children Lay Home Visitor and would encourage that communication continue with Trudy directly with your requests. Trudy will in turn keep me abreast of advancement of your program. Best of Luck with program endeavours.

Christi Poulette, RN

Nurse-In-Charge
Oneida Health Centre
2213 Elm Avenue
Southwold, Ontario
N0L 2G0
Ph: 519-652-0500
Fx: 519-652-0504



Marijean Amesmann, IBCLC

Babeeze Doula Centres

394 Oxford St.E.

London, Ontario

N6A 1V7

SUPPORT FOR A NEW DOULA FANSHAWE PROGRAM

As Fanshawe College moves forward to the next Stage Gate of designing and implementing our new Doula Certificate Program, we are reaching out to members of the External Stakeholder Panel, as well as other community members to ask for your commitment, guidance and support as we move this application forward.

Please consider being part of this important process by highlighting the areas of commitment below that you or your organization would be interested in providing for this proposed Doula program. ***This is not considered a commitment at this time but is an integral component in developing our new Doula Program and demonstrating community support.***

? Continuing on Advisory Committee

☒ Teach A Course - Ideas and offer of commitment previously sent to Jill Fitchie

? Provide placement or experiential learning (e.g., co-op, field placement, mentorship)

? Present as a guest speaker

? Provide a tour

? Research Project, partnership etc.

? Donation, Scholarship, Award

? Other

Thank you for your participation and support in the development of this new educational opportunity for our students. Please add your signature below and return as an attachment to jill@babeeze.ca before **April 20th, 2015.**

Name & Signature:

Marijean Amesmann Apr. 15/15

Amanda Saunders, MSW, RSW
The Children's Aid Society Of London & Middlesex
1680 Oxford St.E.,
London, Ontario
N6B 1W4

SUPPORT FOR A NEW DOULA FANSHAWE PROGRAM

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- x Continuing on Advisory Committee
- x Teach A Course
- x Provide placement or experiential learning (e.g., co-op, field placement, mentorship)
- x Present as a guest speaker
- ? Provide a tour
- x Research Project, partnership etc.
- ? Donation, Scholarship, Award
- ? Other

Thank you for your participation and support in the development of this new educational opportunity for our

students. Please add your signature below and return as an attachment to jill@babeeze.ca before **April 20th, 2015**. If needed I can also arrange to pick up your letter of support.

Name & Signature:

Amanda Saunders



SUPPORT FOR A NEW DOULA FANSHAWE PROGRAM

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- ☒ Continuing on Advisory Committee
- ☐ Teach A Course *I could lecture?*
- ☒ Provide placement or experiential learning (e.g., co-op, field placement, mentorship)
- ☒ Present as a guest speaker
- ☒ Provide a tour
- ☒ Research Project, partnership etc.
- ☐ Donation, Scholarship, Award
- ☐ Other

Thank you for your participation and support in the development of this new educational opportunity for our students. Please add your signature below and return as an attachment to jill@babeeze.ca before **April 20th, 2015.**

Name & Signature: Diane Meronik



Dr. Sandra DeLuca RN, PhD

Chair, School of Nursing
Research, Professional & Community Collaborations
1001 Fanshawe College Blvd, London, ON N5Y 5R6
sdeluca@fanshawec.ca

Jodi Hall, PhD

Professor, School of Nursing
Faculty of Health Science, Human Services and Nursing
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jhall@fanshawec.ca
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Mary Anne Krahn RN MScN

Programs Chair, Academic Programs & Operations
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makrahn@fanshawec.ca
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Jill Ritchie, CD, LCCE

Certified Doula & Childbirth Educator
Babeeze Doula Centres
394 Oxford St. E., London, On N6A 1V7
jill@babeeze.ca

www.babeeze.ca



SUPPORT FOR A NEW DOULA FANSHAWE PROGRAM

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- ✓ Continuing on Advisory Committee
- ✓ Teach A Course
- ✓ Provide placement or experiential learning (e.g., co-op, field placement, mentorship)
- ✓ Present as a guest speaker
- ☐ Provide a tour
- ☐ Research Project, partnership etc.
- ☐ Donation, Scholarship, Award
- ☐ Other

Thank you for your participation and support in the development of this new educational opportunity for our students. Please add your signature below and return as an attachment to jill@babeeze.ca before **April 20th, 2015.**

Name & Signature:

Kathi Wilson BA, BHSc RM



Dr. Sandra DeLuca RN, PhD

Chair, School of Nursing

Research, Professional & Community Collaborations

1001 Fanshawe College Blvd, London, ON N5Y 5R6

sdeluca@fanshawec.ca

Jodi Hall, PhD

Professor, School of Nursing

Faculty of Health Science, Human Services and Nursing

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Mary Anne Krahn RN MScN

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Jill Ritchie, CD, LCCE

Certified Doula & Childbirth Educator

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jill@babeeze.ca

www.babeeze.ca



Dr. Sudit Ranade
Lambton Public Health
160 Exmouth Street,
Point Edward, Ontario
N7T 7Z6

SUPPORT FOR A NEW DOULA FANSHAWE PROGRAM

As Fanshawe College moves forward to the next Stage Gate of designing and implementing our new Doula Certificate Program, we are reaching out to members of the External Stakeholder Panel, as well as other community members to ask for your commitment, guidance and support as we move this application forward.

Please consider being part of this important process by highlighting the areas of commitment below that you or your organization would be interested in providing for this proposed Doula program. ***This is not considered a commitment at this time but is an integral component in developing our new Doula Program and demonstrating community support.***

? Continuing on Advisory Committee

? Teach A Course

? Provide placement or experiential learning (e.g., co-op, field placement, mentorship)

? Present as a guest speaker

? Provide a tour

? Research Project, partnership etc.

? Donation, Scholarship, Award

? Other - open to discussion about ways to support this program - we have public health nurses and lactation consultants who are involved with prenatal and postpartum supports for families

Thank you for your participation and support in the development of this new educational opportunity for our students. Please add your signature below and

return as an attachment to jill@abeeze.ca before **April 20th, 2015**.

Name & Signature:

Dr. Sudit Ranade

Medical Officer of Health

Lambton Public Health

160 Exmouth Street,

Point Edward, ON N7T 7Z6

dr.ranade@county-lambton.on.ca

From: Deanna Stirling <Deanna.Stirling@mlhu.on.ca>
Date: Tuesday, April 21, 2015 at 2:25 PM
To: Admin <jill@babeeze.ca>
Cc: Tracey Gordon <Tracey.Gordon@mlhu.on.ca>
Subject: RE: Fanshawe Stakeholder Support for New Doula Program

Hi Jill,

I've just spoken with Tracey and we would be very happy to support the program in the following ways:

- Teach a course
- Provide a placement for Doula students in our prenatal classes. There would be limitations on number of observers per series, but we can speak more about the placement process when you are ready.
- Present as a guest speaker

I'd also be happy to continue participating on the Advisory Committee and very excited to see this program develop!

Deanna

DOULA SUPPORT FOR A NEW DOULA FANSHAWE PROGRAM

ADVANCING THE DOULA PROFESSION

The School of Nursing at Fanshawe College is currently in the process of designing and implementing a new Doula Certificate Program. We are reaching out to the Doula Community members to ask for your commitment with signature support.

As doulas, you are keenly aware of the positive outcomes and impact your profession has on maternity care - through pregnancy, birth and the postpartum period. Doulas are passionate, dedicated individuals who have struggled to be recognized and accepted as legitimate and professional members of the birthing environment.

In a recent focus group survey, local doulas identified the following areas of improvement that would increase access to and improve the effectiveness of doula care:

- Cost is a significant barrier to obtaining doula services
- The doula workforce needs a more diverse representation
- Access to doula care is underserved in many of our communities
- Fostering collaborative relationships between doulas, maternity care providers, and nurses would improve the impact of doula support.
- Establishing positive hospital policies would significantly improve the quality of working relationships between health care workers and doula providers
- Addressing the challenges of doula work, providing more peer support, mentorship and opportunities for professional development are essential to sustaining a competent doula profession

Fanshawe College has designed a Doula Certificate Program that will address these identified needs. Please consider being part of this important process by adding your signature below demonstrating your support **before April 20th, 2015.**

Sarah Baughman

Name

Signature

DOULA SUPPORT FOR A NEW DOULA FANSHAWE PROGRAM

ADVANCING THE DOULA PROFESSION

The School of Nursing at Fanshawe College is currently in the process of designing and implementing a new Doula Certificate Program. We are reaching out to the Doula Community members to ask for your commitment with signature support.

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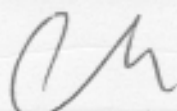
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Fanshawe College has designed a Doula Certificate Program that will address these identified needs. Please consider being part of this important process by adding your signature below demonstrating your support **before April 20th, 2015.**

Christal Malone

Name

Signature



DOULA SUPPORT FOR A NEW DOULA FANSHAWE PROGRAM

ADVANCING THE DOULA PROFESSION

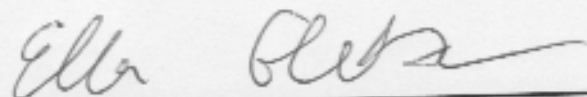
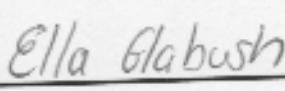
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Name : Sheina Haddad

A handwritten signature in cursive script, reading "Sheina Haddad", written over a horizontal line.

Signature:

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Kate Williamson

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Christina Rigutto

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